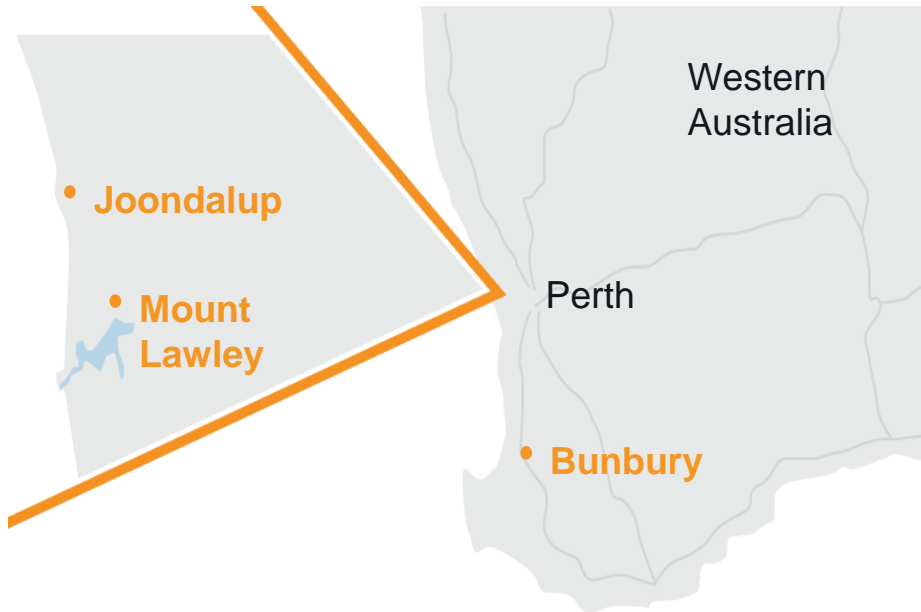# Academic Integrity in Higher Education

What we know, and what we need to do

Professor Rowena Harper
Director, Centre for Learning and Teaching

Acknowledgement of Country

Whadjuk and Wadandi Peoples of the Noongar nation

Overview

1. What do we know?

2. What must universities manage?

3. What can be done?

What do we know?

The current national (and international) conversation about academic integrity

Contract cheating: Igniting a national conversation

When a student submits work that has been completed for them by a third party, irrespective of the third party's relationship with the student, and whether they are paid or unpaid

(Harper et al. 2019)

MyMaster essay cheating scandal: More than 70 university students face suspension

By Lisa Visentin
March 18, 2015 — 9.39pm

☐ Save   ➤ Share   A

EXCLUSIVE:

Two university students have been expelled and a further 70 are facing severe penalties, including expulsion, from five of NSW's most prestigious universities after being identified in connection with a widespread cheating scandal centred around an online essay writing company.

Yingying Dou, who is the director of the MyMaster website, from which students bought essays. DOMINIC LORRIMER

Source: Sydney Morning Herald

A new problem?

A growing problem?

A problem just in essays?

A problem unique to international students?

The *only* problem?

MyMaster essay cheating scandal: More than 70 university students face suspension

By Lisa Visentin
March 18, 2015 — 9.39pm

EXCLUSIVE:

Two university students have been expelled and a further 70 are facing severe penalties, including expulsion, from five of NSW's most prestigious universities after being identified in connection with a widespread cheating scandal centred around an online essay writing company.

Yingying Dou, who is the director of the MyMaster website, from which students bought essays. DOMINIC LORRIMER

Source: Sydney Morning Herald

A new problem?

Source: South China Morning Post

A new problem?

How often since you have been in college have you:

	Never	Once	A few times	Several or many times	
Copied from another student during an exam	71	13	15	1	100% (5,320)
Plagiarized from published materials on papers	72	9	16	3	100% (5,312)
Turned in papers done entirely or in part by other students	86	7	6	1	100% (5,318)
Used crib notes during an exam	87	6	6	1	100% (5,321)

Bowers (1964) 'Student dishonesty and its control in college'

A growing problem?

The *supply* side is growing

Contract cheating market is now known to include six segments:

- **family and friends (most common by far)**
- academic custom writing sites
- legitimate learning sites (eg. file sharing, discussion and microtutoring sites, such as Chegg)
- legitimate non-learning sites (eg. freelancing sites and online auction sites, such as Gumtree)
- paid exam takers
- pre-written essay banks

Ellis, Zucker & Randall (2018) 'The infernal business of contract cheating: understanding the business processes and models of academic custom writing sites'

A growing problem?

No solid evidence for growth in *demand*

Table 1. Prevalence of outsourcing behaviours among all respondents.

Classification	Behaviour	% engaged (number engaged/total responses)
Sharing	Bought, sold or traded notes	15.3% ($n = 2092/13,651$)
	Provided assignment (for any reason)	27.2% ($n = 3698/13,586$)
Cheating	Obtained assignment (to submit)	2.2% ($n = 301/13,462$)
	Provided exam assistance	3.1% ($n = 415/13,402$)
	Received exam assistance	2.4% ($n = 322/13,414$)
	Taken exam for another	0.5% ($n = 62/13,426$)
	Arranged for another to take exam	0.2% ($n = 33/13,432$)

Bretag et al. (2019) 'Contract cheating: A survey of Australian university students'

A growing problem?

No solid evidence for growth in *demand*

"Using prevalence estimation formulae that are combined with the incentivised truth-telling method, we estimate that **7.9% of students buy and submit assignments** from commercial contract cheating services. Additionally, **11.4% outsource assessments via obtaining pre-written work** from commercial file-sharing sites.

These are substantially higher percentages of commercial contract cheating than self-reports suggest."

Curtis et al. (2021) 'Moving beyond self-reports to estimate the prevalence of commercial contract cheating: an Australian study'

A growing problem?

Cheat Curious
31%

Won't cheat
50%

Buy
8%

Outsource
11%
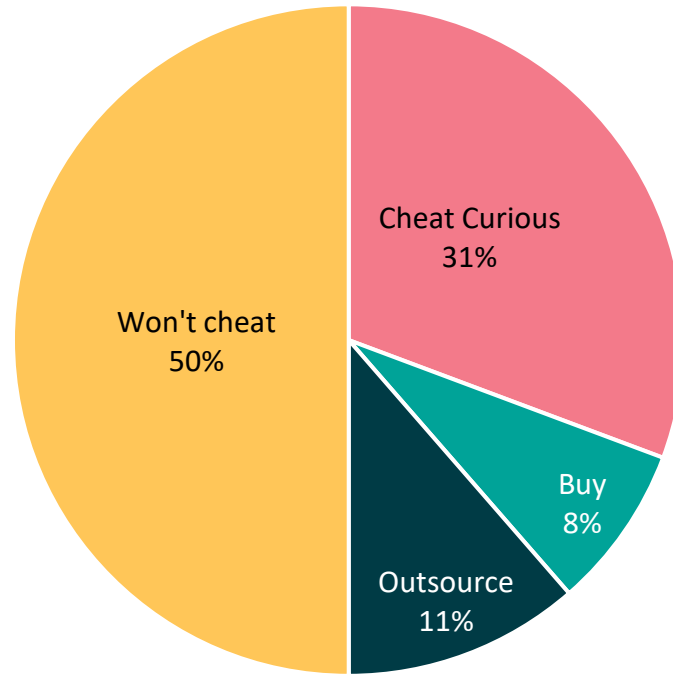
Presentation method from TEQSA Academic Integrity Workshops, 2019-2020
Curtis et al. (2021) + Rigby et al. (2015)

A problem just in essays?

Turnaround times:
- Within an hour for assignments
- Can be almost instantly with short answer questions (common in STEM)

Tasks available from contract cheating services:
- Programming, thesis, speech, power points, MCQs, SWOT analysis, website, personal statement, reflection, paraphrasing, etc.

The sites use persuasive features:
- Testimonials
- Price calculators
- Discounts for first use
- Plagiarism free guarantees
- Money back guarantees
- 24/7 help

Rowland et al. (2018) '"Just turn to us": the persuasive features of contract cheating websites'

A problem just in essays?
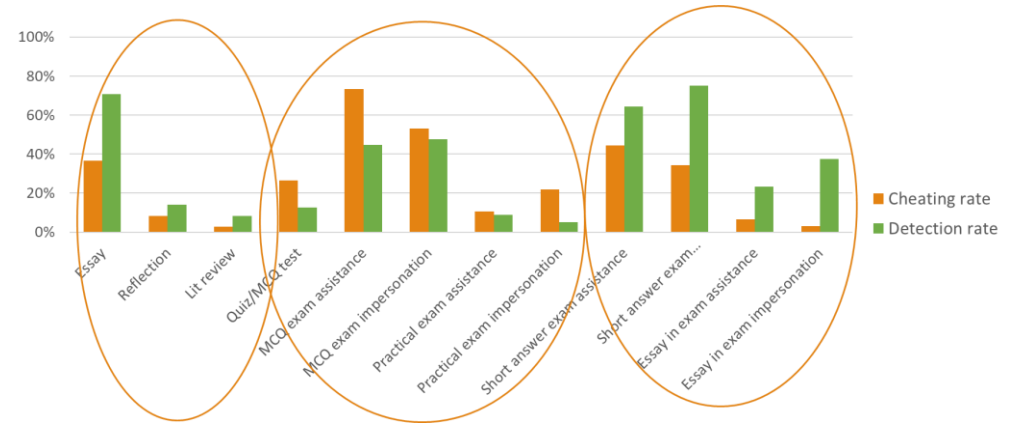
Most cheating was reported in exams/tests, but we are not as good at detecting this as we are in text-rich assessments.

Harper et al. (2021) 'Detecting contract cheating: Examining the role of assessment type'

A problem unique to international students?

Who cheats?

Males (Kremmer et al. 2007; Bretag et al. 2018)

Younger students (Marsden et al. 2005; Brimble 2016)

Business students (McCabe & Trevino 1995; Smyth & Davis 2004)

Engineering students (Marsden et al. 2005; Bretag et al. 2019)

LOTE students (Bretag et al. 2019)

Students who perceive there are opportunities (Bretag et al. 2019)

Students who are dissatisfied with teaching/learning (Bretag et al. 2019)

Summary from TEQSA Academic Integrity Workshops, 2019-2020

Paraphrasing tools

Translation tools

AI Writers

Plagiarism

Collusion

Outsource a degree

Blackmail

The *only* problem?

Is the scandalisation of contract cheating warranted?

- Students have always cheated, and there's no evidence yet to suggest that serious forms of cheating are increasing (so no need for widespread panic).

HOWEVER

- The industry is sophisticated, pervasive and persuasive.
- No assignments are immune – we can't 'design it out'.
- Misconduct behaviours differ by cohort/discipline; context matters, and both old and emerging threats to academic integrity must be kept in view.
- Universities are not detecting *anywhere near* the number of cases that students self-report on surveys.

Detection shortfalls

If ANU (for example) was detecting cheating at the rates reported in our study, that would mean around 420 cases of contract cheating and 630 cases of exam cheating each year.

Data from the Contract Cheating and Assessment Design Project: What Staff and Students told us

OLT Strategic Priority Project (SP16-5383)

Co-led by Tracey Bretag and Rowena Harper from 2016-2018

Team: Cath Ellis, Pearl Rozenberg, Karen van Haeringen, Phil Newton, and Sonia Saddiqui

Qualitative analysis (2022): Rowena Harper and Felicity Prentice, ECU

Research questions

1. How prevalent is contract cheating in Australian higher education?

2. What are student and staff attitudes towards and experiences with contract cheating?

3. What are the individual, contextual and institutional factors that are correlated with contract cheating?

4. What kinds of assessments are associated with contract cheating?

5. Can 'authentic' assessment solve the problem of contract cheating?

Research design

- Parallel staff and student surveys at 8 universities

    - Student respondents = 14,086

    - Staff respondents = 1,147

- Large dataset of procurement requests posted to multiple cheat sites, showing the types of assessment commonly contracted out to third parties

- Data from two universities' longitudinal academic integrity databases, showing the assessment items where contract cheating had been detected

One open-text item

Is there anything else you want to tell us about cheating in higher education?

Qualitative Findings: Staff

Key data

1,147 staff respondents from 8 universities (7.32% of the academic staff population)

67% had suspected contract cheating, signaled by knowledge of the student's academic (71%) or linguistic (62%) abilities

44% did not follow policy by referring to a decision maker:

- Impossible to prove (57%)
- Too time consuming (24%)
- Not supported by management (22%)

22%

57%

24%

Harper et al, 2019
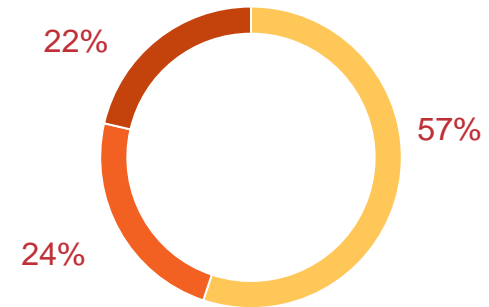
Qualitative Findings: Staff

Four main codes	Description	Files	References
Cheating is aided by university priorities	Universities create an environment in which academic integrity suffers and cheating thrives	122 38.7%	268
Prevention of contract cheating	Strategies for minimising contract cheating, both perceived and personally used	116 36.8%	182
Detecting contract cheating	Strategies for detecting contract cheating, both perceived and personally used	95 30.2%	146
Students cheat because…	Reasons for student cheating related to motivations and opportunities	93 29.5%	160

'Efficiencies' in teaching and assessment practices

- Reduction in resources for teaching and marking, AI work not recognised in workload, directives to reduce the number and complexity of assessments

Contradictions between public/policy 'rhetoric' and real practices

- Atmosphere of 'hypocrisy' in which cases are 'dismissed' or subject to 'lenient' outcomes.
- Lack of 'consistency' and 'collaborative effort' among staff, whereby 'some' staff, the 'same staff every semester', 'take the issues very seriously' while others do not 'hold the line'.

Commercialisation, including the retention of students 'at all costs'

- The drive for 'market share', 'rankings', 'income', 'profitability', 'funds', 'KPIs', and 'bums on seats' led universities to 'turn a blind eye' to cheating

Code 1

Code 2

Perceptions of preventative strategies

- Included 'assessment design', academic skills development, and education in 'ethics', 'values' and 'integrity'

Preventative strategies in use (though efficacy not mentioned)

- 13 in total, most commonly 'getting to know' students and 'in-class assessment'

Staff described themselves as having a clear role in preventions, indicating *'we' 'need to' and 'should'* : take action, 'wake up to new assessment procedures', 'look more at assessments', 'be setting new exams every year', or 'focussing on the morality of it'.

'Getting to know students' (significant overlap with Code 2, Prevention)

- Staff look for 'uncharacteristic' work, a 'mismatch' or 'disparity' between:
  - 'drafts' and 'completed assignments',
  - 'in-class work' and 'submitted assessment', and
  - faltering oral language' and 'perfect flowing written language'

Over-reliance on text-matching tools means that academic judgement has little value in the context of academic integrity investigations:

there is not enough recognition of individual tutors as teaching professionals who … spend weeks developing relationships with and becoming aware of the capabilities of individual students …
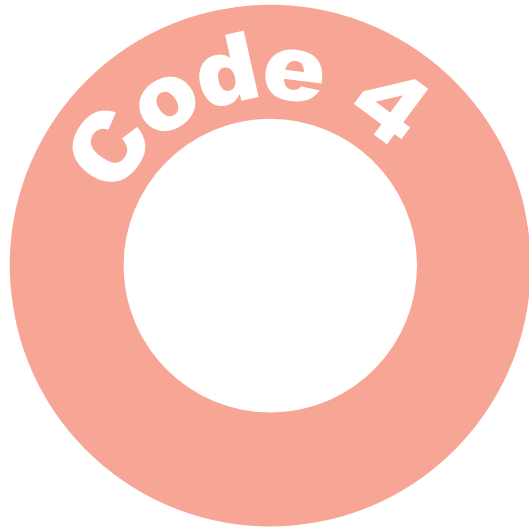
15 factors in total, largely expressed with **empathy/understanding** for students

- Students are 'unclear' about appropriate assignment practices because they are 'poorly prepared', 'lacking' in academic confidence, don't have sufficient 'English competence', or 'do not see' certain practices as cheating.

I very much understand the factors that may influence a student to cheat. Pressure to pass from family and society, poor literacy, being time poor, panicking at the last minute etc, etc (Staff 219).

Code 4

Qualitative Findings: Students

Key data

4,915 students from 8 universities (1.4% of the student population)

6% had engaged in one or more of the 'cheating' behaviours – exam cheating was by far the most common

15% had bought, traded or sold notes

27% had provided someone with a completed assignment

The silence in the data: contract cheating

In total, only 17 students (0.01%) mentioned some variation of 'contract cheating'. A further 3 mentioned 'essay' or 'paper' 'mills'. Here is one reference that includes both:

I have never heard of contract cheating, but am aware of students using paper mills, is that the same?

"contract cheating" … is unheard of

Nobody I know actually pays people to do stuff

I am very confused by the questions on this survey

I'm not sure your survey was asking the right questions

some of the questions in this survey make it seem like it happens all the time

the majority of cheating … does not fall into the categories outlined in this survey

the way you've conducted this survey is indicative that you don't understand the students and their methods of 'cheating'
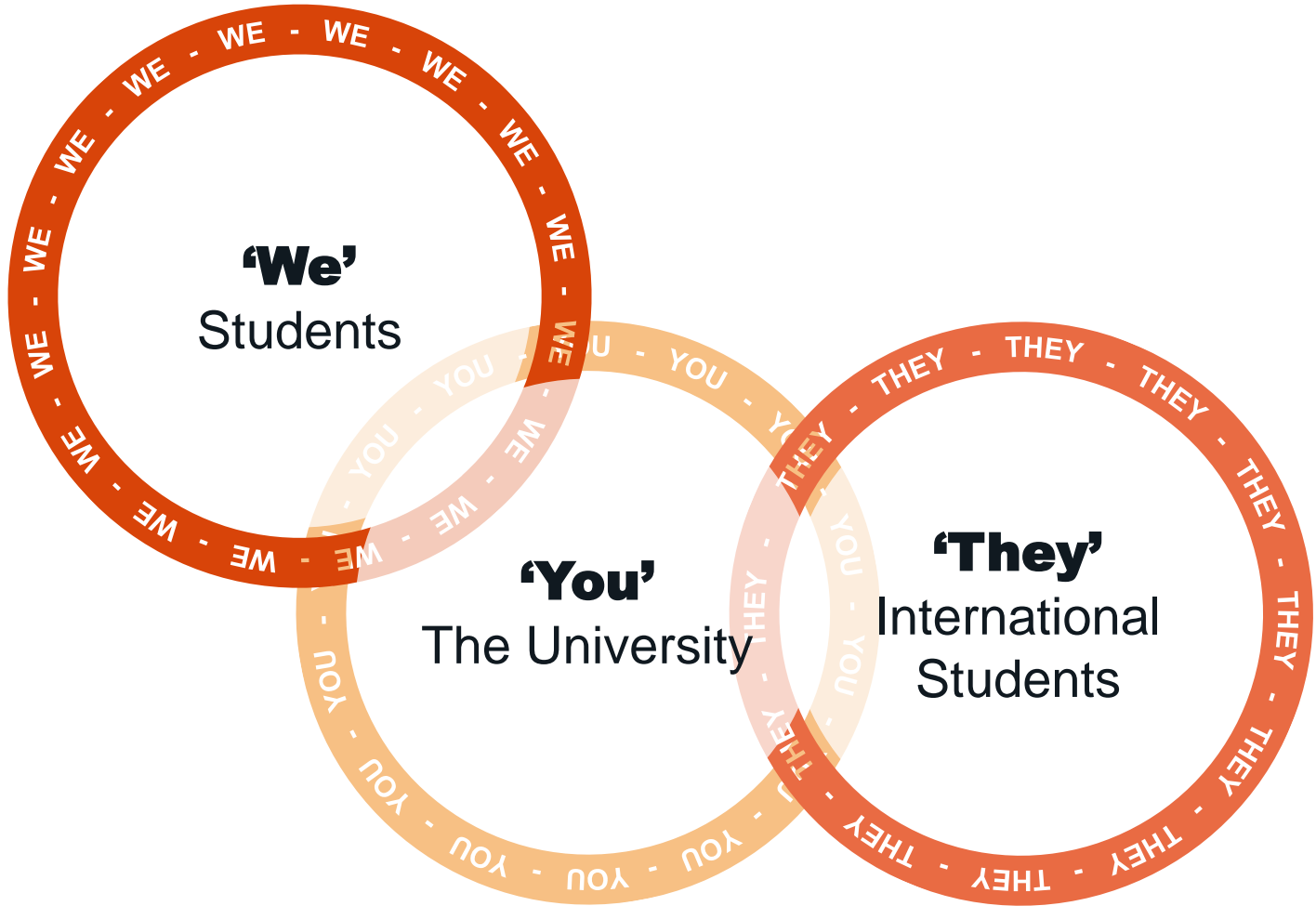
Coding Schema

Is there anything else you want to tell us about cheating in higher education?

'We' share and work together

On these tasks
- Assignments
- Notes
- Quizzes, especially online

In these ways
- Sharing information
- Co-creating

In order to achieve these outcomes
- Help each other
- Cheat
- Learn
- Clarify tasks

Universities influence our behaviours with...

Assessment practices
- Recycling assessment
- Assessment design

Inadequate responses to academic misconduct
- Lecturers
- Universities
- Invigilators

A range of other things

'They' [international students] cheat

On these tasks
- Assignments
- Exams

In these ways
- Outsourcing
- Relying on other students

Due to these factors
- Inadequate English language
- Cultural norms

ECU
AUSTRALIA
EDITH COWAN UNIVERSITY

'We'
Students

'They'
International
Students

'You'
The University

'We'
Students

'You'
The University

'They'
International Students

We share material and work together … and cheat if it's an online quiz

To help each other, to learn, to clarify tasks (and sometimes to cheat)

It is social, not commercial, with recognized sharing norms

But the line between collaborating and cheating is not clear

Your practices affect us…

You encourage us to cross a line when your assessment is recycled, unclear, unfair or inauthentic.

We're disappointed when you don't penalise what we believe IS cheating.

International Students are held outside our social constructs

We do not share with them and believe they are more likely to outsource their work

We understand they have pressures such as ESL, but Universities set them up to struggle and fail

'We'
Students

contract

'They'
International
Students

'We'
Students

social
contract

'They'
International
Students
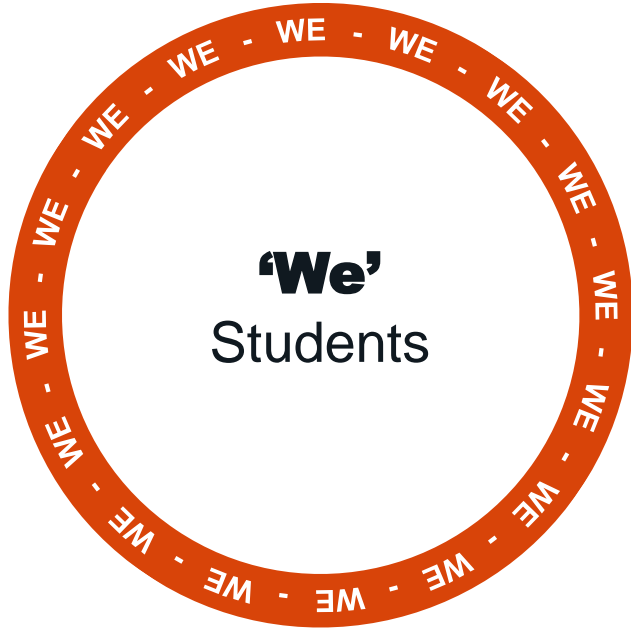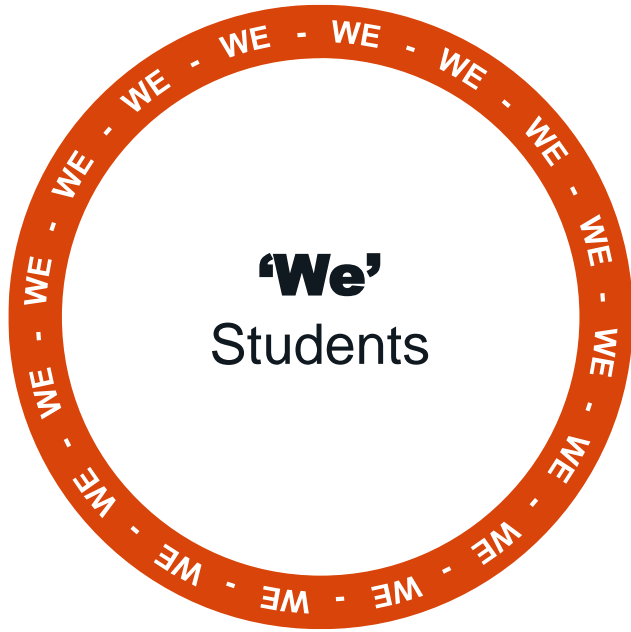
contract
cheating

Code 1

'We' share and work together

'We' share and work together in these ways (548 references)

Sharing information (vertically)

This is when **'older students'**, 'older peers', 'previous students', and 'students from past years' **provide 'complete assignments'**, 'old assignments', 'marked assignments', 'assignments with feedback', 'examples of assignments that got a good mark', 'exam papers', **and 'exam questions and answers'** to students 'expecting to take the unit at a later date', 'students with a lot of connections', 'new students', and **to students 'a year lower'.**

'We' share and work together in these ways (548 references)

Sharing information (horizontally)

Students in the same class **'swap assignments'**, 'give' assignments, 'share notes', 'show each other our assignments', and 'discuss possible answers' **'before submission'**. Students do this **'to share ideas'**, 'knowledge', 'others' perspectives', 'tips', and 'feedback'. Others' assignments **provide a 'guide', 'scaffold' and 'reference'**, to 'compare', to see 'I'm on the right track', 'that my work agrees with theirs', to see how they 'laid it out' or 'approached it', or to 'give someone a small nudge' and 'teach them'.

'We' share and work together in these ways (548 references)

Working together (co-creation)

'Online quizzes'

'A lot of students', 'literally everyone I know' **will 'do online quizzes together'**. In 'a group' we 'complete parts', 'swap answers to one question for answers to another', **and 'co-operate and collaborate on answers'**. It 'almost seems "normal" to cheat'.

'Individual assignments'

Students will **'get together' to 'hash out' answers** and 'feed off other people's ideas'. This 'varies between completely legitimate discussion to outright copying'. The **'scope of collaboration' is 'very blurred'**, with a 'grey area' or 'fine line' between 'collaboration and cheating'. Submissions are 'mixtures of cheating and own attempt', or **'a reflection of them and their closest three class mates'**.

'We' share and work together in order to (736 references)

Help each other	**Cheat**	**Learn**	**Clarify**
'assist other students'	'in online quizzes'	'learning aid'	'clarify expectations'
'help people'	'quizzes due weekly'	'learning tool'	'what is required'
'help out friends'	'small weekly quizzes'	'collaborative learning'	'how to structure'
'everyone improves'	'students collude'	'collectively learn'	'instructions are so unclear'
'turn to each other for support'	'for in-class tests'	'co-operative learning'	'not explained'
'group interaction is needed'	'obtain the old tests and cheat'	'use as a resource'	'woefully inadequate at communicating'
'peer assisted studying'	'on exams'	'understanding'	'no exemplar assignments'
	'assisted others in exams'	'learning experience'	
		'widening our thoughts'	

These behaviours are social, not a digital transaction. There were only 6 references to sharing sites in the entire sample coded (n=1,160).

*Working with groups and recognising the importance of building **relationships***

*The student body is SO **close knit**, we exchange so much*

*I build an extensive database with learning material and old assignments for the whole of my study and it is **provided to all students within my circle** and often beyond*

*Most times you **don't even have to ask people for their stuff**, they'll just offer it to you for free. Transferred from USB to USB, or backpack to backpack.*

via Dropbox or Facebook

*binders…transferred **from student to student***

'The line' between collaboration and cheating is variously unclear, unrealistic, or unreasonable. And where the intention was to help, learn or clarify a task, students overwhelmingly judged any associated behaviours as 'not cheating'

*as long as you don't give 0 effort and submit 100% of it as your own **then it's fine***

*learning by **tinkering with a completed work** is more engaging than starting from scratch*

*What does occur is getting a lot of different assignments … and re-wording for your own chosen topic … not direct plagiarism … but **using several to structure your own** report*

*Many people do **only 2 assignments in four years** because assignments are traded so often*

Code 2

Universities influence our behaviours

Assessment practices (263 references)

'Recycling' assessment

Assessment tasks are 'reissued', 'rehashed', and **'hardly change from year to year'**, so 'floating around' are the same 'assignments', 'exams', 'questions' and 'deferred exam papers'. **'Just changing a couple of words doesn't change anything'**. We are being 'practical' and **'resourceful'**, 'without having to figure it out ourselves'. But this 'makes it possible', or 'very easy to cheat'. The 'temptation is too strong' so 'cheating is expected', 'commonplace': **we 'can't avoid cheating'**.

Assessment practices (263 references)

Assessment design

Exams: 'Get rid of exams'. They **don't 'reflect the real world'**, 'have nothing to do with learning', and are 'useless in determining students' capabilities' beyond 'encyclopedic **knowledge which everyone can google'**.

Assignments: Assignments are designed to be 'easy to grade', but **are 'vague'** and 'poorly worded' **with 'cryptic assignment criteria'** and 'absurdly complicated methods of citation'. Lecturers then 'refuse' to provide 'exemplars' or 'guidance' and prohibit 'consultation between students'.

Assessment practices (263 references)

Assessment design

Group assessment: 'Group assignments are the biggest threat to cheating'. **'One or two students do all the work'** and the 'free loaders' 'cruise through' and 'get the same mark'. 'No matter how many meeting we've hold, how much we've discussed … the majority of teammate still contributed nothing', 'but have their name on the final hand in'. **'This is the same as cheating, but is condoned by the institution'**: 'awarding of marks to those who haven't done the work'.

Code 3

'They' cheat

*The international students really need to be monitored. **They'll** do whatever it takes to get those grades. It is extremely unfair to the domestic students as **we** work our backsides off. **We** work extremely hard.*

Due to these factors (129 references)

Inadequate English

I have a very high proportion of international students in my classes who, in class appear to have language difficulties.... ***I wonder how they do so well*** *on written assignments*

*We have a lot of international students, many of which can barely speak English. For them to complete our assignments, which are given in English … **many of them are DEFINITELY cheating.** It's infuriating.*

There are numerous international students who I am pretty sure cannot do many of the assignments set in my courses, because their English is very poor. ***Someone must be doing them for them.***

*I do not understand why international students are not **tested for appropriate fluency** before commencing … My bet would be that **Unis are too eager for money**.*

Due to these factors (129 references)

Cultural norms

A big problem with international students due to **cultural norms**

factors such as the **competitiveness** *inherent in their culture, the* **shame** *bad marks might bring … all play a large role*

cultures which **prioritise high grades and rote learning** *over individual learning*

overseas students may not necessarily have the same **respect of rules, regulations or cultures of ethics** *which we have in our country*

Maybe it's a cultural thing - **some cultures don't see it as a big deal to cheat** *as long as you don't get caught*

In these ways (116 references)

Outsourcing

*I have heard about people writing their essays and **completing exams for them***

*I believe that many international students **utilize services online** to cheat*

*If a unit costs $5000, **paying $4800 to pass is a bargain** compared to repeating the unit... this especially for international students*

*I suspect that those who **pay others to complete assignments for them** come from an international background*

*I have seen some of the international students in my class **'buying' assignments***

*I think International students are more likely to engage in **buying papers***

In these ways (116 references)

Relying on others

*there seems to be a **higher proportion of 'help'** required for international students*

*not contributing to group assignments and **relying entirely on the work of local students** is extremely common*

*looking over at people's work, **asking to look at others essays***

*I am a domestic student and I have had to do group work with international students who **wanted to submit a report that was word-for-word the same** as one of their friends*

*International students regularly **submit plagiarized work directly from Wikipedia as their portion of group assignments** … we avoid having them in our groups since we end up having to do their part of the assignment as well as our own*

Double standards

'We' help each other, while 'they' rely on others

'We' act with intentions that are largely supportive and conscientious, while 'they' act with intentions that are deceptive.

'We' cheat due to extrinsic factors such as university practices, while 'they' cheat due to intrinsic factors such as English language proficiency and cultural norms.

'We' are 'SO close knit' but we 'avoid having them in our groups'.

Previous studies have suggested that a lack of access to peer networks can underpin a student's decision to use a commercial cheating service (Bretag et al. 2019; Foltýnek and Králíková 2018).

Our findings provide critical insights into why it is that LOTE students are more likely to use these services: they are excluded from the sharing cultures that other students clearly rely upon.

It has been found that work acquired from commercial services is often not submitted as purchased, but rather *used as a guide or edited* before submission (Awdry 2021; Bretag et al. 2019)

It seems probable that LOTE students are turning to commercial cheating services for the same reasons that domestic students turn to each other: to help each other, to learn, to clarify assessment tasks and sometimes to cheat.

Sector
- Commercialisation, marketisation and competition
- Internationalisation, massification and diversification
- Ongoing uncertainty about higher education funding

Institution
'Efficiencies' in teaching and learning
- Larger class sizes
- Less staff/student contact time
- Less marking time
- Shrinking teaching workloads

Lenient penalties in practice

Educator
'We make do'
- Limited capacity for: assessment design, and detecting and substantiating contract cheating
- Perceive it's impossible to prove, too time consuming to report

Student
- Financial, social pressure to pass
- A pervasive and organised sharing culture that supports transactional approaches to learning
- LOTE students are excluded from that culture

What must universities manage?

5.2.1 There are **policies** that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies **and procedures** address misconduct and allegations of misconduct.

5.5.2 **Preventative action is taken** to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

5.2.3 **Students are provided with guidance** on what constitutes academic or research misconduct **and the development of good practices** in maintaining academic and research integrity.

5.2.4 Academic and research integrity and accountability for academic and research integrity are maintained in **arrangements with any other party** involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.

What does this mean in practice?

TEQSA may seek information on/evidence of:

- institutional systems for monitoring, reporting and recording instances of student academic misconduct

- the number and types of incidents of student academic misconduct

- whether individual cases were addressed effectively and consistently

- the extent to which the provider uses academic integrity breach data to improve practices in teaching and learning

- that academic staff, in their learning and teaching roles, have been provided with adequate training and support to ensure that they themselves demonstrate academic integrity

TEQSA Guidance Note: Academic Integrity

What can be done?

Institutional strategies

Clear, resourced and regularly reviewed policies, procedures

Multi-pronged approaches that are everybody's business: embedded in roles, induction, performance reviews

A trained and coordinated community of investigators and decision-makers

Training for ALL staff in the what, why, and how

Regular monitoring and reporting of matters to all relevant academic bodies, and ongoing review of practices in light of that information

A role for IT in monitoring and detecting anomalous activity

Systems, processes and resourcing that enable us to 'know' students

Prevention

Education

Management

Detection

Informed by TEQSA Academic Integrity Workshops, 2019-2020

Professor Phill Dawson
CRADLE, Deakin University
https://www.aare.edu.au/blog/?p=13627

Use curriculum and assessment practices that minimise known risks

Commit to the active social and academic inclusion of international students

Be aware of your institution's policies and procedures and how to consistently apply them in practice
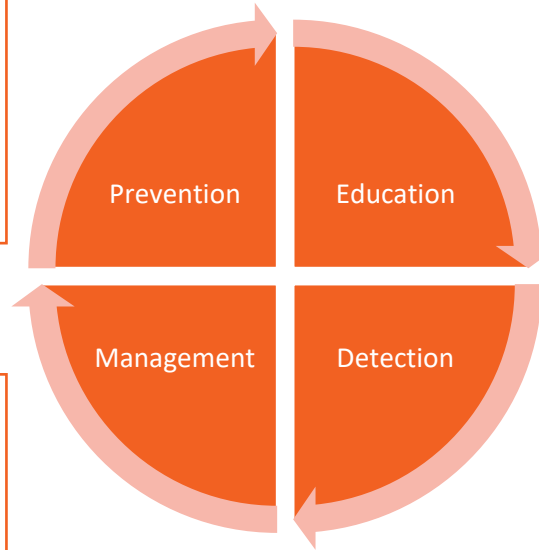
Explicitly teach the knowledge-making processes in your discipline: finding and generating information, summarising, critiquing etc.

Partner with Library, Learning Support in this work

Engage in regular PD in methods for detecting and substantiating misconduct, and include the whole teaching team in a Unit

Prevention

Education

Management

Detection

References and wider bibliography

Awdry, R. (2021). Assignment outsourcing: moving beyond contract cheating. *Assessment & Evaluation in Higher Education, 46*(2), 220-235. https://doi.org/10.1080/02602938.2020.1765311

Bowers, W. J. (1964). *Student dishonesty and its control in college.* Bureau of Applied Social Research, Columbia University.

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S., & van Haeringen, K. (2019). Contract cheating: a survey of Australian university students. *Studies in higher education, 44*(11), 1837-1856. https://doi.org/10.1080/03075079.2018.1462788

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, Philip, van Haeringen, K., Saddiqui, S., Rozenberg, P. (2019). Contract cheating and assessment design: Exploring the relationship. *Assessment and Evaluation in Higher Education, 44*(5), 676-691. http://dx.doi.org/10.1080/02602938.2018.1527892

Curtis, G. J., McNeill, M., Slade, C., Tremayne, K., Harper, R., Rundle, K., & Greenaway, R. (2021). Moving beyond self-reports to estimate the prevalence of commercial contract cheating: an Australian study. *Studies in Higher Education,* 1-13. https://doi.org/10.1080/03075079.2021.1972093

Ellis, C., van Haeringen, K., Harper R., Bretag T., Zucker, I., McBride, S., Rozenberg, P., Newton, P.M. & Saddiqui, S. (2020). Does authentic assessment assure academic integrity? Evidence from contract cheating data. *Higher Education Research and Development, 39*(3), 454-469. https://doi.org/10.1080/07294360.2019.1680956

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 of Educational Integrity, 14*(1). https://doi.org/10.1007/s40979-017-0024-3

Foltýnek, T., Králíková, V. (2018). Analysis of the contract cheating market in Czechia. *International Journal of Educational Integrity,*14(4). https://doi.org/10.1007/s40979-018-0027-8

Harper, R., Bretag, T., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S., & van Haeringen, K. (2019). Contract cheating: a survey of Australian university staff. *Studies in Higher Education, 44*(11), 1857-1873. https://doi.org/10.1080/03075079.2018.1462789

Harper, R., Bretag, T., & Rundle, K. (2021). Detecting contract cheating: examining the role of assessment type. *Higher Education Research & Development, 40*(2), 263-278. https://doi.org/10.1080/07294360.2020.1724899

Harper, R. & Prentice, F. (under review). Contract cheating: Qualitative findings from a survey of Australian university students. *Studies in Higher Education.*

Harper, R. & Prentice, F. (under review). Contract cheating: Qualitative findings from a survey of Australian university teaching staff. *Studies in Higher Education.*

Nicholls, K. (2021, December 1). Students who cheat don't just have to worry about getting caught. They risk blackmail and extortion. *The Conversation.* https://theconversation.com/students-who-cheat-dont-just-have-to-worry-about-getting-caught-they-risk-blackmail-and-extortion-172403

Rigby, D., Burton, M., Balcombe, K., Bateman, I., & Mulatu, A. (2015). Contract cheating & the market in essays. *Journal of Economic Behavior & Organization, 111*, 23-37. https://doi.org/10.1016/j.jebo.2014.12.019

Rowland, S., Slade, C., Wong, K. S., & Whiting, B. (2018). 'Just turn to us': the persuasive features of contract cheating websites. *Assessment & Evaluation in Higher Education, 43*(4), 652-665. https://doi.org/10.1080/02602938.2017.1391948

Visentin, L. (2015, March 18). MyMaster essay cheating scandal: More than 70 university students face suspension. *Sydney Morning Herald.* https://www.smh.com.au/national/nsw/mymaster-essay-cheating-scandal-more-than-70-university-students-face-suspension-20150312-1425oe.html