
Describes ways in which 8 6th-grade students, using a motion program in a pilot physics class, invented methods for working on difficult problems. The Ss "cheated" by manipulating part of the display that functioned as a working part of the program. In doing so, they found a way to solve problems by solving simpler problems first. This strategy spread in the classroom to become a communal resource for attacking the most difficult problems. The teacher and students negotiated ground rules for using this method productively. The characteristics of the program that the students exploited was a direct consequence of the design of Boxer, the computer environment in which the program was written. This is an example of student-initiated learning emerging from a learning-oriented classroom and open technical designs.


Cooperation between individuals is an important requisite for the maintenance of social relationships. The purpose of this study was to investigate cooperation in children in the school environment, where individuals could cooperate or not with their classmates in a public goods game. We investigated which of the following variables influenced cooperation in children: sex, group size, and information on the number of sessions. Group size was the only factor to significantly affect cooperation, with small-group children cooperating significantly more than those in large groups. Both sex and information had no effect on cooperation. We suggest that these results reflect the fact that, in small groups, individuals were more efficient in controlling and retaliating theirs peers than in large groups.


Reviews research on detection of cheating by students on multiple choice tests. Discusses three ideas concerning detecting, deterring, and confronting cheating. Discusses problems confronting teachers attempting to use statistical data to prove cheating.


Academic cheating attracts considerable attention as a problem that appears to undermine society's effort to prepare young people for responsible civic participation. Despite intense scrutiny, researchers continue to debate its causes. This investigation tested the application of an organizational systems theoretical approach to cheating. The experimental design included
mixed methods and a sample involving grade 7–12 students, teachers, and parents in one international school. Participants were randomly assigned to one of six versions of an investigator-devised hypothetical collaborative learning scenario. Each version of the scenario varied according to three levels of rule clarity and two levels of purpose. Survey item one asked participants to read the scenario and rate whether or not they thought cheating had occurred. Survey item two asked participants to report a reason for the rating judgment by selecting from five button-box options and/or writing in their own open-ended comment. Separate analyses of variance were conducted for the rating data. Results showed that the rule clarity variable had a significant effect on teacher (not student or parent) judgments and the purpose variable had a significant effect on parent (not student or teacher) judgments. An interaction effect was found for the teacher data set. A content analysis of the follow-up responses found that four factors accounted for rating judgments: the clarity of rules, the purpose of the task, the nature of student collaboration, and school policy. The groups consistently reported that the attribution of cheating depended on the teacher's rule communication. Unclear rules can lead to a gray area in the interpretation of student intentions and behaviors. The role of grades is a further source of confusion. Findings support the theory that academic cheating has roots in the social environment of schooling. School leaders need to ensure that all community members understand and are in agreement about academic expectations.


We have developed an instructional video that uses role-play to illustrate the differences between acceptable behavior and cheating on assignments. Since we began showing it in an introductory chemical engineering course, the average number of confirmed instances of cheating decreased slightly, but the average percentage of students who were caught cheating and appealed our accusation to the campus Judicial Board dropped from 24% pre-video to 1% post-video. We conclude that the video makes students aware of what constitutes cheating in our course, may reduce the incidence of cheating, and increases the likelihood that students who are caught cheating will admit their fault and accept the penalty. Reprinted by permission of the publisher.


Outlines how the Lounsberry Hollow Middle School in New Jersey has devised a scheduling program that minimizes the student pullout problem and maintains the academic integrity of the school day.

Abstract: Schools today struggle to prepare students for the moral and performance character challenges they will face in the 21st Century. Whether it is bolstering academic performance, reducing dropout, or improving integrity and safety, developing the character and culture of excellence and ethics is a critical need of schools—and yet they must do so with limited time and money amid a sea of competing priorities and mandates, and without the aid of required curricula, training and coaching. In this article, we describe the Power2Achieve Program, a student-centered, teacher-delivered program for developing the character and culture needed for success in school, work and beyond. We lay out the key theoretical and practical features of the program, describe how it aligns with and enhances other current school improvement pedagogies, and present our research approach for continuous improvement and assessment of impact.


Describes development of a middle school advisory program based in character education. Includes descriptions of class activities to introduce character education emphasizing respect, perseverance, integrity, citizenship, trustworthiness, responsibility, compassion, honesty, self-discipline, and fairness. Notes that the advisory program resulted in enhanced teamwork and respect, increased use of character education traits in vocabulary and actions, and better student participation in school-wide activities.


The purpose of this study is to find out whether the humane values education program has produced any changes on the students' level of humane values. The research was conducted with the first-and second-grade students in Konya Meram Science High School in the 2006-2007 academic year. Thirty students participated in the study. Half of the participants were assigned to the experimental group and the other half to the control group. The research period spans April & May. Having prepared the education program and the scale, the experimental and control groups were formed objectively. The experimental group, consisting of 15 students, was provided with the Humane Values Education Program lasting 14 sessions. Two sessions were held in a week. Statistical methods were used to balance the control and experimental group. The control group didn't receive any program. Findings of the research can be summarized as follows: Between the pre-test and post-test of the experimental group, a significant difference can be seen in favor of the post-test. There is no such a difference for the control group. According to the post-test results of the control and experimental group, there are meaningful differences in favor of the experimental group in the sub-dimensions of responsibility,
friendship, amiability, respect, honesty, and tolerance. Thus, these results show the effectiveness of the program presented. The sub-dimensions of the Humane Values Education Program given above show that this study is effective with regard to affective, cognitive, and behavioral outcomes. Suggestions are made in the light of the findings and it has been concluded that the program is effective in the development of secondary education students' value acquisition.


The general objective of this study is to expose fourth and fifth grade primary education students to the Educational Human Values (EHV) Program, and to test its effectiveness by implementing a Moral Maturity Scale. The EHV Program was developed by June Auton in England and consisted of five core values called Truth, Love, Peace, Right Conduct, and Non-Violence, and 44 sub-values. This study is a quasi-experimental one. A model involving a pre-test-post-test control group has been implemented in the study. The target group of our study consisted of 36 fourth and fifth grade primary education orphan students (aged 10-11 yrs). The result has verified that the EHV Program would improve the moral maturity levels of the students who participated.


The article presents evidences that support the concept that increasing the number of examinations leads to better learning success, less guessing on homework and cheating, and better student course evaluations. It states that formative assessment is only effective if students are taking advantage of it to assess their learning development. The detrimental effect of copying homework answers from other students to learning success is also mentioned.


Background: Youth problem behaviors remain a public health issue. Youth in low-income, urban areas are particularly at risk for engaging in aggressive, violent, and disruptive behaviors.
Purpose: To evaluate the effects of a school-based social–emotional learning and health promotion program on problem behaviors and related attitudes among low-income, urban youth.

Design: A matched-pair, cluster RCT. Setting/participants: Participants were drawn from 14 Chicago Public Schools over a 6-year period of program delivery with outcomes assessed for a cohort of youth followed from Grades 3 to 8. Data were collected from Fall 2004 to Spring 2010, and analyzed in Spring 2012.

Intervention: The Positive Action program includes a scoped and sequenced K–12 classroom curriculum with six components: self-concept, social and emotional positive actions for managing oneself responsibly, and positive actions directed toward physical and mental health, honesty, getting along with others, and continually improving oneself. The program also includes teacher, counselor, family, and community training as well as activities directed toward schoolwide climate development.

Main outcome measures: Youth reported on their normative beliefs in support of aggression and on their bullying, disruptive, and violent behaviors; parents rated youths’ bullying behaviors and conduct problems; schoolwide data on disciplinary referrals and suspensions were obtained from school records.

Results: Multilevel growth-curve modeling analyses conducted on completion of the trial indicated that Positive Action mitigated increases over time in (1) youth reports of normative beliefs supporting aggressive behaviors and on their bullying, disruptive, and violent behaviors; and (2) parent reports of youth bullying behaviors (boys only). At study end-point, students in Positive Action schools also reported a lower rate of violence-related behavior than students in control schools.

Schoolwide findings indicated positive program effects on both disciplinary referrals and suspensions. Program effect sizes ranged from −0.26 to −0.68.

Conclusions: These results extend evidence of the effectiveness of the Positive Action program to low-income, minority, urban school settings, and to middle school–aged youth.

Trial registration: This study is registered at ClinicalTrials.gov NCT01025674.


Cheating has become a major issue for schools and leaders across the country. While plagiarism and cheating are not new, the proliferation of technologies available to students enables new forms of cheating. In addition, recent studies demonstrate an interesting level of moral flexibility among students as they often are motivated to cheat simply by what they see their peers do. Although surveys show high school students feel it is important to have good character, most report they have cheated. Academic success in high school has become a high stakes game and cheating threatens to continue to grow if school leaders and teachers don't do something.

Knowing there is a problem is the easy part. The hard part is actually reducing student cheating. There is recent research that suggests honor codes may be an effective strategy. By focusing on the school's environment or culture, not the phenomenon of cheating itself, these programs have achieved some success. One school in New Jersey that has tried such an approach is Mountain Lakes High School. Its Honor Code clearly spells out "proactive/preventative measures" as opposed to the punitive approach frequently found in high school "cheating policies." They identify behaviors that are considered violations of the code as well as the process by which allegations concerning code violations are to be addressed. This process gives students a strong voice along with faculty and administrators in the adjudication process.

(No abstract)


Academic dishonesty is unethical. Exam cheating is viewed as more serious than most other forms (Pincus and Schmelkin 2003). The authors review the general cheating problem, introduce a program to conservatively identify likely cheaters on multiple-choice exams, and offer a procedure for handling likely cheaters. Feedback from students who confess and complete the assignment is positive. Reprinted by permission of the publisher.


Due to the multi-faceted nature of lying, the development of children's lie-telling has received the attention of psychologists, educators, parents, and legal professionals. While recent research has focused on the conceptual understanding and moral evaluation of truth and lies, as well as children's actual lying behaviours, there has been little investigation of social variables related to the development of children's lie-telling behaviour. Therefore, the current research program sought to investigate social variables related to children's prosocial lying in politeness situations. Prosocial lies are evaluated differently from lies told to conceal a transgression, yet have not been the focus of a comprehensive examination in the developmental literature. This dissertation comprises two manuscripts that collectively contribute to the literature by exploring children's truth-telling and lie-telling in a politeness situation, and social variables related to its development. The first manuscript reports on two studies that investigated motivational and social factors affecting children's lying. In addition, the relationship between prosocial lying and children's moral understanding and evaluation of prosocial scenarios was examined. In Study 1, 72 children from the 2[sup]nd[/sup] and 4[sup]th[/sup] grades (Age: M = 8.38 years, SD = 0.56) participated in a disappointing gift paradigm with either high or low consequences for lying. Children were more likely to lie in the low-cost than high-cost condition. In Study 2, 117 children from preschool to late elementary school (Age: M = 8.04 years, SD = 2.03) also participated in a disappointing gift paradigm with high or low costs for lying, as well as answered questions regarding prosocial moral vignette scenarios. Parents completed questionnaires regarding their parenting styles and family emotional expressiveness. Lying was more common when the consequences for doing so were low- as compared to the high-cost condition. Preschoolers, compared to older children, were least likely to tell a prosocial lie in the high-cost condition. In addition, prosocial liars had families who expressed positive emotions infrequently, and relied on an authoritative parenting style. Finally, there was an interaction between the prosocial liars and their evaluations of the protagonists' and recipients' feelings in the vignettes. Given the obtained results supporting social variables as a factor in the development of children's prosocial lying, the second manuscript
sought to examine whether children display the same behaviours as their parents when telling the truth or a lie in a politeness situation. Forty-seven parent-child dyads (ranging in age from 7 to 15 years), were told to pretend to like a drink that either tasted good or bad. Adult raters who viewed the drink descriptions were unable to accurately differentiate the truths and lies. Adults were also biased in their overall evaluations; they perceived the parents as being truthful and children as being lie-tellers. In-depth video analysis of parents and children's expressive behaviours revealed no differences between parents and their children. Taken together, findings from these two manuscripts provide theoretical and empirical support to examine social variables in relation to the development of children's truth- and lie-telling.


Children tell prosocial lies for self- and other-oriented reasons. However, it is unclear how motivational and socialization factors affect their lying. Furthermore, it is unclear whether children's moral understanding and evaluations of prosocial lie scenarios (including perceptions of vignette characters' feelings) predict their actual prosocial behaviors. These were explored in two studies. In Study 1, 72 children (36 second graders and 36 fourth graders) participated in a disappointing gift paradigm in either a high-cost condition (lost a good gift for a disappointing one) or a low-cost condition (received a disappointing gift). More children lied in the low-cost condition (94%) than in the high-cost condition (72%), with no age difference. In Study 2, 117 children (42 preschoolers, 41 early elementary school age, and 34 late elementary school age) participated in either a high- or low-cost disappointing gift paradigm and responded to prosocial vignette scenarios. Parents reported on their parenting practices and family emotional expressivity. Again, more children lied in the low-cost condition (68%) than in the high-cost condition (40%); however, there was an age effect among children in the high-cost condition. Preschoolers were less likely than older children to lie when there was a high personal cost. In addition, compared with truth-tellers, prosocial liars had parents who were more authoritative but expressed less positive emotion within the family. Finally, there was an interaction between children's prosocial lie-telling behavior and their evaluations of the protagonist's and recipient's feelings. Findings contribute to understanding the trajectory of children's prosocial lie-telling, their reasons for telling such lies, and their knowledge about interpersonal communication.


After discussing the relationship between theory and practice, the authors promote assessment as a means to improve the integrity of student development.

A total of 1329 children were tested twice across 1 year (M = 7 years 5 months of age at Time 1 (T1)) in the Zurich Project on Social Development. The measures at T1 were corporal punishment, neighborhood trustworthiness and children’s trustworthiness (not lying/cheating and not stealing). At Time 2 (T2), children reported the promise keeping of their classmates, which, via social relations analyses, yielded evidence for individual differences in reliability trustworthiness. Structural equation modelling analyses confirmed that there was stability in children’s trustworthiness as a latent variable. The structural equation modelling further yielded evidence that (1) corporal punishment at T1 was negatively associated with children’s trustworthiness at T1 and negatively predicted changes in children’s trustworthiness and (2) neighborhood trustworthiness at T1 was positively associated with children’s trustworthiness at T1 and positively predicted changes in children’s trustworthiness. The findings yielded support for the hypotheses that corporal punishment negatively, and neighborhood trustworthiness positively, contributes to the development of trustworthiness in children. (PsycINFO Database Record (c) 2013 APA, all rights reserved).


Describes the Serve our School (SOS) Club, a peer helper program developed by a part-time counselor in a kindergarten through 5th grade elementary school with approximately 300 students. Fifth grade students provide a service through the peer helper roles of student assistant or cross-age tutor. This program provides students with opportunities to learn leadership skills by focusing on these positive character traits and life skills: responsibility, respect, honesty, fairness, caring, citizenship, courage, self-discipline, empathy, self-evaluation, and problem solving. At the conclusion of each monthly term, SOS club members complete an evaluation of their experience. Questions focus on what students do if they have a problem or concern about their job, what they liked best about serving in the SOS club, what was the hardest thing about doing their job, what they learned while serving, what they are most proud of, and ways they made a positive impact on their school. Further assessment of the impact of this program—on the 5th grade participants and on the entire school—can be done by tracking attendance records, test scores, and school discipline reports.


This mixed-methods study considered the effects of ethical philosophy programming at a high-performing, high-poverty urban high school upon the academic integrity of participating adolescents (n = 279). Analyses of pre–post survey data revealed that participating adolescents reported significantly higher levels of academic integrity than their peers at a matched comparison school. Field notes from observations of ethical philosophy lessons and qualitative
interviews with participating students revealed that this programming offered students frequent opportunities to practice moral reasoning and introduced philosophical perspectives that influenced students’ conception of and commitment to academic integrity.


Academic dishonesty among high school students has long since transformed into an epidemic that affects nearly every student, compromising not only their intellectual growth but also their moral development. Yet, beyond the occasional hand-wringing in the media, the problem has been largely ignored by teachers, schools, policymakers, and even character educators. To address this notable failure to respond, the authors developed and evaluated a character education program that sought to use the epidemic of academic dishonesty as an opportunity to reduce cheating and promote integrity. The present article describes the core components and central mechanisms of this schoolwide program as well as results from a 3-year mixed methods study of its implementation at 3 high schools in the Northeastern United States. These results and their implications are discussed in detail. The article also outlines suggestions for further program development and research.


Forty-four high school students took part in focus-type group that used an induced hypocrisy paradigm developed from cognitive dissonance theory (Festinger, 1957) to reduce cheating behavior. Posttesting following the intervention showed that, contrary to expectations, these students’ attitudes toward cheating and self-reported cheating behaviors did not decrease relative to those of 65 control participants who did not participate in the group intervention. All participants reported a greater intention to cheat in the future at posttest as well as an increase in cheating behavior. Although participants did not view cheating favorably, a large majority admitted cheating and indicated that they had never been caught.