Who’s Cheating Whom? (#)
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... about academic cheating practically nowhere to speak of. It is at best, of course, with a leading statistic or with the demonstrative performativity of the problem, perhaps accompanied by a self-righteous or a question from a stranger (‘Hey, aren’t you the person who …’) that this might be brought to public attention. Indeed, the large-scale interest in the topic seems to have been a result of sensational and self-righteous public figures pointing to the existence of cheating in a manner that is both negative and obvious. That doesn’t mean that this problem is not real – far from it. We know that students cheat, and that cheating is a widespread and deeply ingrained practice. However, the lack of discussion about the nature and causes of academic cheating may be preventing us from understanding this problem and developing effective solutions.

Cheating is a complex issue, and many factors contribute to it. These factors can be grouped into three main categories: individual, social, and institutional. Individual factors include factors such as motivation, intelligence, and personality. Social factors include factors such as social norms and peer pressure. Institutional factors include factors such as assessment practices and academic policies. Understanding these factors is crucial to developing effective solutions to the problem of academic cheating.

Cheating in a broad sense of the term involves any act that is intended to gain an unfair advantage in an academic setting. This includes a wide range of behaviors, from copying from another student’s work to using unapproved materials during exams. The problem of academic cheating is not new, and it has been discussed in various contexts throughout history. However, in recent years, the problem has gained renewed attention, particularly in the context of higher education.

The widespread occurrence of academic cheating is a matter of concern for educators, policymakers, and the general public. It has been suggested that academic cheating is not only a problem of academic dishonesty, but also a problem of social and psychological well-being. Cheating can have negative effects on students’ self-esteem and academic success, and it can also have negative implications for the integrity of the academic system.

In the next section, we will discuss the nature of academic cheating, the factors that contribute to it, and the implications of cheating for students and society. We will also examine the role of educators and policymakers in addressing the problem of academic cheating.


