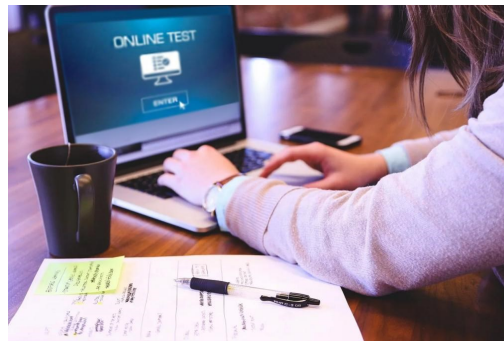# International Day of Action
Against Contract Cheating
A Webinar Series

Join us on October 20th, 2021

10:00 AM EST on October 20th

Cheating and Chegg: a retrospective

Presented by Geoffrey Recktenwald, Ph.D., MSU College of Engineering

In the spring of 2020, universities across America, and the world, abruptly transitioned to online learning. The online transition required faculty to find novel ways to administer assessments and in some cases, for students to utilize novel ways of cheating in their classes.

The purpose of this talk is to provide a retrospective on cheating during online exams in the spring of 2020. It specifically looks at honor code violations in a sophomore level engineering course that enrolled more than 200 students. In this particular course, four pre-COVID assessments were given in class and six during-COVID assessments were given online. We will examine the increasing rate of cheating on these assessments and the profiles of the students who were engaged in cheating. We will compare students who were engaged in violations of the honor code by uploading exam questions vs. those who those who looked at solutions to uploaded questions.

To understand the abuse of Chegg during exams and the responsiveness of Chegg's honor code team, we'll be answering the following questions:

- How long does it take for a posted question to be answered by the Chegg tutors?
- How do I know if my students are using Chegg to cheat?
- How effective is Chegg's user account data in pursuing academic integrity cases?
- How do I get this data from Chegg?

1:00 PM EST on October 20th

Tracking Illicit Paper Mill Activity and the Compromised Recomposition of University Websites

Presented by Jim Ridolfo, Ph.D. University of Kentucky;
Bill Hart-Davidson, Ph.D., Michigan State University;
Chris Lindgren, Ph.D., Virginia Tech

For the last three years, we have noticed instances of compromised college and university websites that use the *.edu top level domain that push users toward a particular type of cheating service - "paper mills" - have increased exponentially. In this presentation we will explain both patterns of attacks we have documented along with our tracing methods with the goal of helping campus communities better prevent similar exploits. We also offer some perspective on preventing similar attacks from happening as we continue to see more teaching and learning happening in online spaces.

Register for the Webinar Series at https://msu.co1.qualtrics.com/jfe/form/SV_1H9thBPdi66NYkS

Web links for each webinar will be sent in a follow up email.

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Questions: Contact Jake Kasper at kasperja@msu.edu **OR** Shannon Burton at ombud@msu.edu

Presenter Bios

Geoff Recktenwald is a member of the teaching faculty in the Department of Mechanical Engineering at Michigan State University. Geoff holds a PhD in Theoretical and Applied Mechanics from Cornell University and Bachelor degrees in Mechanical Engineering and Physics from Cedarville University. His research interests are focused on best practices for student learning and student success. He is currently developing and researching SMART assessment, a modified mastery learning pedagogy for problem based courses. He created and co-teaches a multi-year integrated system design (ISD) project for mechanical engineering students. He is a mentor to mechanical engineering graduate teaching fellows and actively champions the adoption and use of teaching technologies.

Jim Ridolfo is an Associate Professor of Writing, Rhetoric, and Digital Studies at the University of Kentucky and Director of Composition. He holds a PhD from Michigan State University in Rhetoric and Writing and his research focuses on the intersection of rhetorical theory and technology. He most recently edited Rhet Ops: Rhetoric and Information Warfare (co-edited with William Hart-Davidson), published in 2019 by University of Pittsburgh Press.

Bill Hart-Davidson is a Professor in the Department of Writing, Rhetoric, and American Cultures and Associate Dean for Research & Graduate Education in the College of Arts & Letters at MSU. He holds a PhD from Purdue University and his research has focused broadly on the use of writing and feedback across a number of domains, including health care, education, to improve desirable outcomes in those areas. He is co-editor with Jim Ridolfo of Rhet Ops: Rhetoric and Information Warfare by the University of Pittsburgh Press. He is also co-inventor of Eli Review, a peer learning web service that supports feedback and revision.

Chris Lindgren is an Assistant Professor in the Department of English at Virginia Tech and holds a PhD from the University of Minnesota. His research and teaching focus on literacy, rhetoric and technology, and writing in the sciences. He investigates what can be learned about the dynamic nature of writing by studying the rhetorical complexity of writing and reading computer code. His recent work has appeared in journals such as Written Communication and the Journal of Business and Technical Writing.