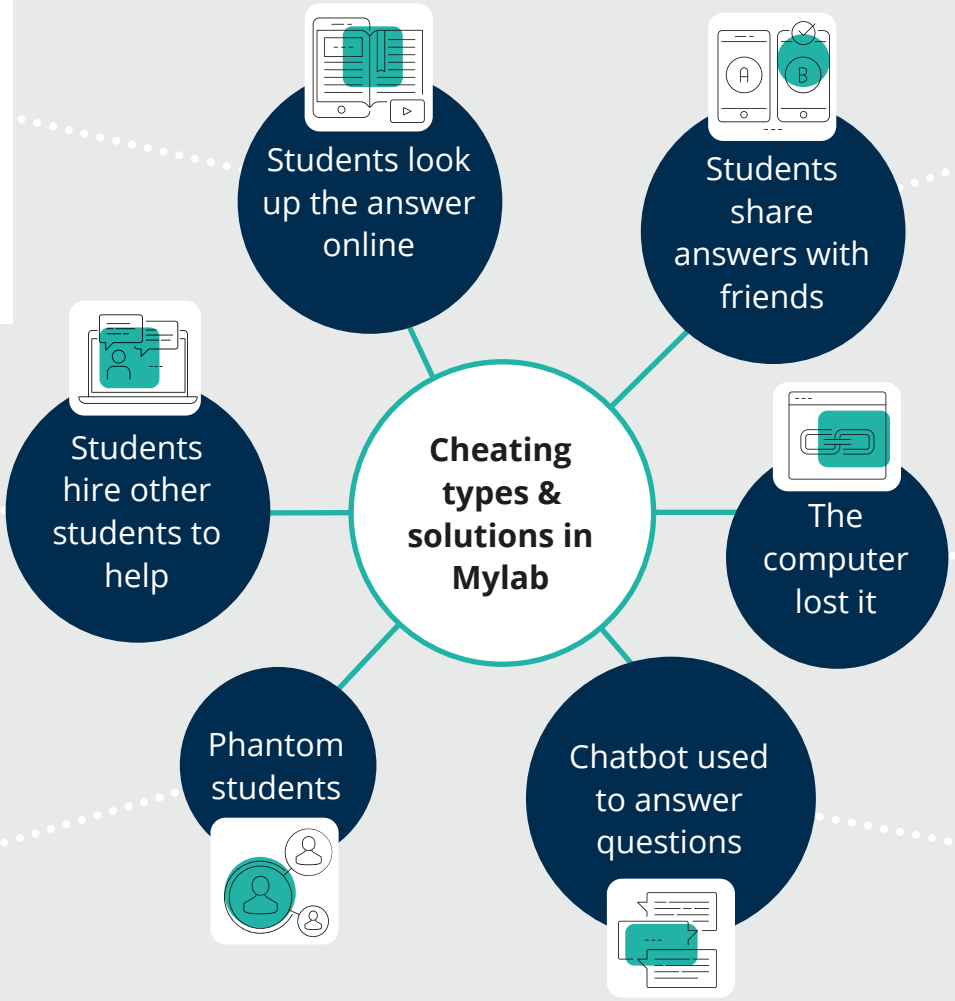
How does **MyLab** help deter and reduce student cheating?



- Show Work
- Learning Aids
- Plagiarism Check
- Pearson Lockdown Browser
- Proctoring
- Dynamic Study Modules
- Freehand Grader

- Algorithmic Variations
- Scrambling Question Sequence
- Pooling
- Timed Assignments
- Learning Aids
- Pearson Lockdown Browser
- Proctoring

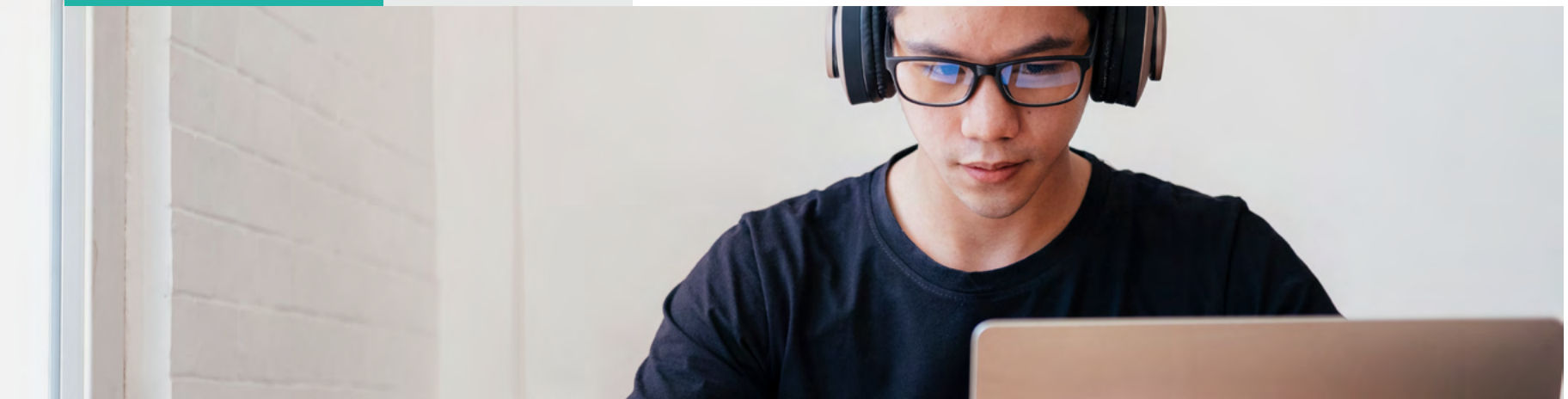
- Require password
- Learning Aids
- Pearson Lockdown Browser
- Proctoring

- Contact Pearson Technical Support

- Review Gradebook or Performance Analytics
- Alogorithmic Variations

- Compare student performance

Cheating challenge	The MyLab solution	
Students look up the answer online	**Show work**	Once this feature has been enabled the student will need to provide summative evidence on how they have reached their final answer. This solution also helps to make sure students have a good understanding of the subject area.
	Learning aids	Numerical tools, such as financial calculators, can be made available to assist with complex tasks. This will help reduce assessment anxiety and the need to cheat.
	Plagiarism Check	This feature in Writing Solutions can help combat online cheating. Once activated, it gives the instructor a percentage score on how much the student submission matches existing sources. The system can even show the suspected sources for each section of the submitted paper that returns a match.
	Pearson Lockdown Browser, Proctoring*	These key assessment resources help to make sure students are not accessing help online. *Student monitoring - separate license required.
	Freehand Grader	This solution requires students to show their working making it more challenging for them to sources answers online. This feature also helps to make sure students have a good understanding of the subject area.



Cheating challenge	The MyLab solution	
Students share answers with friends	**Algorithmic Variations**	A powerful tool to help in this scenario. With Algorithmic Variations, if one student sees the first iteration, the second student attempting the same question or exercise will see a different set of values. For each student and attempt it will generate a new set of variables. One student cannot rely on the answer of another student. This feature can be used for homework assignments, as well as tests.
	Scrambling question sequence	This solution can also help in test environments, with the assessment content remaining the same but arranged in a different sequence, making it difficult for students to align their answers. It will make the student think about the cost vs. benefit ratio of cheating.
	Pooling	This feature also offers randomised questions to limit cheating. Instructors can group questions to create a pool from the assignment, test, or quiz, and the system will randomly assign a question from the pool to the students. If there are different learning outcomes, difficulty levels, etc. then multiple pools are advisable, based on questions with similar learning objectives and difficulty levels.
	Timed Assignments	This option helps reduce collusion, especially when a task has Algorithmic Variations set. Students are presented with a trade-off and must decide whether it is more profitable to cheat or easier to just attempt the question.
	Learning aids	Numerical tools, such as financial calculators, can be made available to assist with complex tasks. This will help to reduce assessment anxiety and the need to cheat.
	Pearson Lockdown Browser, Proctoring*	These key assessment resources help make sure students are not accessing help online. *Student monitoring – separate licence required.

Cheating challenge	The MyLab solution	
A student says that he or she has already submitted the assignment but 'the computer lost it'	**Pearson Technical Support**	It is extremely unlikely the platform would ever lose a student's work. In this scenario, it is most likely the student is lying trying to get an extension to their assignment deadline. To take the burden of proof off the instructor, the student should be advised to contact Pearson Technical Support for advice. This should be highlighted at the beginning of the course to discourage any disingenuous claims. We recommend integrating courseware platforms early in the study programme, even on ungraded exercises, as this will help counter difficulties further down the line. If a student says, 'the computer lost it', when a high-stakes assignment has been set, and there have been no problems previously, then it highlights a fictitious claim. Observing trends within the cohort can also be beneficial to see if there is any validity behind a 'technical' problem.
Students hire other students to take either an entire course or, more often, an assignment	**Require password**	This security layer can help counter students receiving outside assistance, especially if it is issued at the last moment, for on campus tests.
	Learning aids	Numerical tools, such as financial calculators, can be made available to assist with complex tasks. This will help to reduce assessment anxiety and the need to cheat.
	Pearson Lockdown Browser, Proctoring*	These key assessment resources help make sure students are not accessing help online. *Student monitoring – separate licence required.

Cheating challenge	The MyLab solution	
A 'phantom student' is set-up to fish for answers for a real student	**Gradebook & Performance Analytics**	These features can help to monitor for 'phantom students' that are being used to support real students. For best practice, educators should make sure students that have left the course are removed from the learning platform. Care should also be taken when multi-redemption codes are made available as these can be used for creating more than one student.
	Algorithmic Variations	This solution can also help by presenting the student with a different set of questions to those they fished.
ChatGPT, or similar Chatbot, is being used to answer questions or assignments	**Compare student performance**	Plagiarism Check is currently unable to detect if an answer is being produced by ChatGPT. A way to figure out if a student is using a chatbot, or Wolfram Alpha, or some sort of internet source, is to compare performance against the class average. If the median time to complete a quant problem is three minutes, and a student is consistently solving that problem in thirty seconds, for example, then it might indicate they're not really spending any time solving the problem. They might be plugging that equation into some sort of software, or calculator and inputting the answer.

Login into your course to explore these features further

Please contact your **Pearson representative** for additional support

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