 Case Studies

Case Study #1: E.R. De Oxyribose is taking Online Test 4 and his first two attempts were very poor. He is now just starting on his third attempt and his sister, who is a nurse, offers to take the test for him to possibly improve his score. E.R. agrees and sis takes the test for E.R. Is this behavior acceptable? How should the instructor react if this behavior is discovered?

**Case Study #2:** You are in the ACE Center taking your online test. You notice that several other A&P students are also taking their online tests, but are obviously giving each other answers. What should you do?

**Case Study #3:** Charis St. Charles has taken her first attempt at online Test 2 and he realizes that she doesn’t have a clue. She decides to meet with some of her lab partners and get some help from them. All the members of this “study group” share copies of their completed online tests with each other. Charis uses some of these copies to help her prepare for and then take her remaining two attempts at Test 2. Is this acceptable? How should the instructor react if this behavior is discovered?

**Case Study #4:** Polly Saccharide is taking attempt #1 of Test 5 at work. She works in a medical office. She gets to a case study item and is stumped. She thinks several of the answers are correct and has trouble choosing the *most correct* one. Polly gathers a group of physicians and nurses around the computer and asks them their opinion. Of course, they are stumped too (because Patton’s case studies are often unanswerable by even brilliant medical minds). Polly considers all the opinion and chooses her answer and moves on. Is this acceptable? How should the instructor react to this?

**Case Study #5:** Sy Tosol is getting ready for his midterm exam. He has a hard time preparing the note sheet that is allowed into the exam so he asks his friend Golgi if he can photocopy Golgi’s very well organized note sheet. Sy uses a copy of Golgi’s note sheet when taking his exam. Is this acceptable? How should the instructor react if this behavior is discovered?

**Case Study #6:** Red Bloodsell is in class listening to today’s lecture. He gets a text message on his cell phone. Red reads the message while the lecturer is lecturing and decides to return a message to the sender. In fact, a ten-minute-long exchange of text messages occurs between Red and his buddy. Is this acceptable behavior?

**Case Study #7:** Lynne Fattig is five minutes late for class. She enters the classroom and quietly takes her seat, being careful to reduce disturbance as she settles in for class. Is this OK? It turns out that Lynne never gives herself enough time to get to class before it starts and enters class late every day. Is that OK?

**Case Study #8:** Ron and Jon sit in the back of class every day. They’re old friends and often socialize outside of class. During class, they often chat with each other . . . sometimes about the topic under discussion, but often about things outside of class. They are very careful to speak in whispers to avoid disturbing others. Is this OK? What about if Ron and Jon stick only to the class topics . . . is it OK then?

**Case Study #9:** Ana Fullactik is required to have her financial aid form signed by each instructor. She waits until Kevin arrives in the classroom and then immediately goes up to ask him to sign the form. Because another student has a question about his online test, Ana waits patiently until he is finished to ask Kevin to sign the form. No problem here, right?

* Case Studies – Kevin’s View

DON’T READ THIS UNTIL YOU’VE FINISHED THE OTHER SIDE!

Case Study #1: Academic integrity requires that any answers posted by you be YOUR answers. Allowing you to use resources such as notes, books, and the internet does not mean that someone else can take your test for you –or even just a few questions. A recent case of this actually occurred in this course. The student received an “F” grade for the whole course as a result. The student risked expulsion! Of course, if you are caught cheating on one online test, that calls into questions the integrity of all your online tests . . . and all of your other academic work. In a similar case, two A&P students were involved: one taking the test on behalf of the other student. In this case, BOTH students suffered consequences.
Be especially careful about integrity if you have any campus buildings, such as sports arenas named after you!

**Case Study #2:** Giving each other answers on an online test is dishonest and violates the instructions given in the course syllabus. You should report this immediately to Kevin, giving him whatever information you have. If you don’t know for sure who the students are or which test it is, or any such details, it should still be reported. If you don’t report it, then you are thus enabling academic dishonesty and are thus also liable for a possible “F” in the course –or even something more drastic.

**Case Study #3:** It is acceptable to use tests of other students in a study group, even a study group of two, to study for an online test. If they are part of an overall effort at group study, they may also be used by individuals when completing an online test. However, attempts to collate large numbers of test items to distribute to other students (or the use of such a collection) is clearly a way to dishonestly complete a test rather than an honest attempt to learn the material. FYI, it is nearly impossible to reconstruct the whole database of items for any one test because there are thousands of items per test . . . your time is far better spent studying in traditional ways.

**Case Study #4:** This is a “borderline case” but as stated, would be acceptable. In professional life, such consultation is acceptable and encouraged. Polly’s answer is still HER answer even if it is informed by the opinions of others. If she asked someone else to answer on her behalf, that would be unacceptable. If more than a couple of items on any one attempt were answered this way, the integrity of the whole test may be suspect. One should answer nearly every item completely independently.

**Case Study #5:** Copying notes for use on an in-class exam or to catch up with missed class attendance is acceptable, but not encouraged. One of the main reasons for allowing such notes is to encourage you to organize and process the information –better preparing you for the exam. If you simply copy someone else’s work, you’ve lost that benefit and you grade WILL suffer.

**Case Study #6:** Red should not be using his cell phone for anything during class. It may seem OK to him, but text messaging is very distracting to those around him. It is not only disrespectful of other students, it is very distracting for the instructor.

**Case Study #7:** Lynne is welcome to enter the class late, even though no matter how careful she is, her late entry is distracting to both students and teacher. But sometimes it just can’t be avoided. However, avoidable lateness is another matter—it is very, very disrespectful to everyone in the room.

**Case Study #8:** Ron and Jon are being discourteous by talking—no matter how quietly or what the subject. This is very distracting for everyone in the room. Students may occasionally communicate quietly with each other, as in asking someone to pick up a dropped pencil, but even this should be minimized.

**Case Study #9:** Ana should not be taking up personal business with the instructor in the classroom, nor should the student with the question about the online test. ALL personal business should be handled with faculty in their office. That’s why we all have office hours! Other instructors are OK with in-class conferences? Yeah, so? It is still disrespectful to other students who are paying for classroom time with the instructor’s full attention. The time before class starts is needed for set-up . . . if instead this time is taken up with student conferences, the class starts late—putting everyone behind.