**C:\Users\you\Documents\logo-univ-saida.pngCourse: Research Techniques**

**Level: Master I Didactics**

**Instructor: Dr.M Rahmani**

**Assignments related to the literature review**

**Task 1**

The essay below displays a short literature review about the effects of service-learning programs. Read it then complete the table. The first sentence is given to you

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Prior studies have identified many benefits for educational institutions from service-learning programs. These benefits include positive perceptions of the university by the community (Miron & Moely, 2006), enhanced student retention rates (Eyler et al., 2001), positive teaching and learning outcomes such as greater student involvement and participation in class (Caruso et al., 2007), and increased opportunities for meaningful research and scholarly activities (Strand et al., 2003).

In this study and related research, the individuals serving are university students who are collaborating with the community partner. The studied benefits to individuals serving include cultural awareness sharing (Crabtree, 2008), as well as networking opportunities and application of classroom learning to real-world issues (Bowen et al., 2009). Ultimately, service-learning stimulates student learning and engages students in their surrounding communities. Service learning creates new goals for students such as personal development, career development, moral development, academic achievement, and “reflective civic participation” (Lamb et al., 1998). These types of projects allow students to utilize material learned in the classroom to improve societal conditions.

Integrating concepts and theories learned in the classroom with everyday life makes students more capable of highlighting the importance of each course. Additionally, material learned in business courses can be applied to benefit the community through a variety of tangible services, such as business planning or marketing new programs. Service learning is an excellent way for students to apply their course lessons to real-world situations and concurrently benefit the community.

**Source:** Francesca Gacho. Writing literature reviews. Retrieved from http://cmgtwriting.uscannenberg.org/wp-content/uploads/2017/03/Writing-Literature-Reviews-540.pdf

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| --- | --- | --- |
| **Paragraph** | **Sentence number** | **Idea conveyed** |
| **Para 1** | **1** | **Listing of the studies that elucidated the effects of service learning on educational institutions** |
| **Para 1** | **2** |  |
| **Para 2** | **1** |  |
| **Para 2** | **2** |  |
| **Para 2** | **3** |  |
| **Para 2** | **4** |  |
| **Para 2** | **1** |  |
| **Para 3** | **2** |  |
| **Para 3** | **3** |  |

**Task 2**

1.Which ideas do you think have not been mentioned and ought to be included in this short literature review?

2. Has the literature been critically analysed?

3. Do you consider this literature review as appropriate?

**Task 3**

Below you’ll find three extracts related to cheating; read them then write a short literature review that elucidates the:

-The reasons behind cheating in examinations

-Forms of cheating

-Effects of cheating

**Extract 1:**

In Pakistani educational culture, cheating is unfortunately rampant, especially in high stake examinations at SSC/HSSC levels. Just like the previous year, various instances of cheating during examination of different boards have been reported this year as well both in print and the c1cetronic media including actual footage from different cities. There have been reported incidences that a whole mafia is working behind the cheating business. This year some persons with arms barged into an examination centre and threatened the administration and examiners and forcefully demanded that certain students be allowed to cheat to finish their papers. Answers to whole question paper, commonly known as pharras are imported into the examination halls under the very nose of the exam centre supervisors and invigilators who sometimes have been found to be party to this business.

The society in general and parents in particular seem to be the ones who contribute towards the erosion of values of honesty, integrity and sincerity, proudly valued in our society of the yester years.Why do students resort to cheating is a question educationists, teachers, parents and policy makers need to ponder over. There could be several root causes social, cultural, psychological and educational. One of the main root causes is certainly related to approaches to teaching, learning and assessment adopted by educational institutions and boards of secondary education. What goes on in classrooms in most public and some so called private English medium schools in the country is well documented. More emphasis is placed on the completion of the course which the school administrations would like teachers to follow rigorously. Again, this is mostly based on covering the textbooks from cover to cover and dictation of notes with rote learning and regurgitation of facts. Teaching and learning thus get reduced to preparing students for examinations rather than what they actually can learn and do.

Rehmani, Amin.Why do students cheat in examinations? Amin Rehmani. Retrieved from <https://core.ac.uk/download/pdf/47260489.pdf>

**Extract 2:**

In many-social and economic-contexts, individuals often-face the-choice, to-adopt different-types of opportunistic or, even, illicit-behavior, to-increase their-welfare, taking-advantage of others, for personal-interests. Leaving-aside major-crimes, there-is abundant-evidence, indicating that cheating on taxes, free-riding on public-goods, claiming-benefits, without-entitlement, bribing and corrupting public-officials, abusing of drugs and drinking, smoking, when-not-permitted, as-well-as other-types of dishonest-behaviors, are widely-diffused-phenomena, in most-countries (Kleven et al., 2011; Powell et al., 2010; Clark & Loheac, 2007; Fortin et al., 2007). On the-other-hand, Lasch (1984) observed that ‘competition (in the-business-community), not so much on the desire to excel, as on the struggle to avoid crushing-defeat’. These-pressures are felt among young-people as-well; for-example, fear of failure, at-examination can temp some-students, to-opt to academic-dishonesty-acts, such-as illicit-behavior of cheating. Evidence of cheating-behavior mostly-refers to-academia (Ferrer-Esteban, 2012; Bertoni et al., 2012; Carrel et al., 2008; Mc Cabe, 2005; McCabe & Trevino, 1999). Callahan (2004) argues that educational-achievement in today’s culture, is a-matter of economics, as-students-realize that obtaining a-degree (with high-grades) is linked to-a-chance of financial-success, in a very-competitive-market. There-is also a-prevailing-sense that today’s 20-year-olds have a-much-greater-sense of entitlement, than any of the-previous-generations; employers, who-feel that the current-generation wants higher-salaries, flexible-work-hours, instant-job-gratification, and immediate- success, have nicknamed them the ‘Entitlement-Generation’ (Associated Press, 2005). On the-other-hand, the transition from high-school to-university is, generally, related-to, sometimes,shocking-experiences (new-freedoms and new-demands). According to (Wangeri et al., 2012) students joined universities, in-Kenya, experience personal-challenges, ranging from a-cultural-shock, due-to the diversities of the-previous and the-present-environment, unmet-expectations, and fear of unknown. Yet, they-are expected to-settle-fast, in the-university-life. Transitional-challenges faced by-both; male and female-students, in-Kenyatta-University, Kenya were-identified on-the-basis of level of autonomy, social-relationships, and compatibility with other-students, in the-hostels, access to support-services, feeding-habits, and adjustment to academic-programs, among-others.

Cheating harms an-individual by: (1) rationalizing their-cheating, which leads to more-cheating (in and out of academics) and compromises their-own ethical/moral-code, (2) failing to-engage in the authentic-learning and mastery of academic-material, and, thus harming their own-education, (3) damage their-reputation (they are frauds, liars and intellectual-thieves) and facing consequences that can-be-serious, and (4) reducing the-enjoyment of accomplishments, earned through genuine-effort. Cheating harms society by: (1) creating an-environment of broken-trust, which then limits the-ability of students and faculty, to-work-together, meaningfully and collaboratively, (2) leading to more-cheating and a lowering of standards, as cheating becomes ‘normal’ and the only-way, to-compete, in the-school-culture, (3) lowering standards, which can-reduce the-moral-authority of school-leaders, (4) forcing cheaters to-depend on authentic-learners, because cheaters have not learned or mastered their-own academic-work and rely on the-creative-work of others,(5) requiring creative and honest-students/citizens, to-spend-time and effort protecting themselves (intellectual-property, ideas, writing, exam-answers, and so-on) from cheaters, which is a non-productive work, and (6) awarding cheaters with unearned-rights/privileges and scholarships.

Starovoytova, Diana & Arimi, Milton. Witnessing of Cheating-in-Exams Behavior and Factors Sustaining Integrity. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1139834.pdf>

**Extract 3:**

Cheating in summative examinations is a malpractice that has pervaded all levels of

assessment. The levels hardest hit are secondary school certificate examinations, university semester and annual examinations and professional advancement courses in the uniformed forces and the judiciary system. There are many examples of the worrisome but ubiquitous levels of cheating throughout the world. The Sun News (2010) reported 54% of the Secondary School Certificate Examinations candidates in Nigeria as having been caught cheating in the May/June 2010 examinations. Matoke (2010) reported of teachers’ threats to boycott invigilating national secondary school leaving examinations due to start in October unless adequate security is put in place by the Kenyan government to curb massive cheating and leakages of examination papers before the day of writing. There was an increase of 27% in the number of General Certificate in Secondary Education and A-Level candidates caught cheating in England, Wales and Northern Ireland in the 2009 summative examinations (Paton, 2010).

The examination cheating offences are not only restricted to secondary school learners but are also rampant among university students. The University of Manchester, in the United Kingdom, reported 20 cases of students that were brought before the university’s disciplinary committee after being caught cheating in summative examinations (Botero,2010). Members of the uniformed forces have also been caught flouting their royalty oaths when found cheating in professional course acceleration examinations. Widespread cheating was also uncovered in the Royal Thai Police examinations when non-commissioned officers were writing commissioned examinations (Punyawan, 2010). A “significant number” of FBI agents writing a “test intended to measure their knowledge of recently introduced guidelines on procedures for conducting criminal investigations, national security probes and foreign intelligence collection” were found cheating (Domestic Investigations and Operations Guide, 2010). Committing similar offence as the CIA agents in the USA were five sober district judges writing Master of Law (LLB) examinations at Kakatiya University in India (Orlando News, 2010). Some open and distance learning (ODL) students at the University of South Africa (Unisa) also contributed to the statistics on examination cheating in the October/November examination period similar to those highlighted above. When malpractices such as the scale on which examination cheating is taking are noticed, it is prudent to highlight the offence and the possible consequences that go with it in order to discourage some prospective offenders.

Cheating in examinations is a fraudulent behaviour that involves some form of deception

in which a candidate’s efforts or the efforts of other candidates are misrepresented (Prescot, 1989 as cited by (Symth & Davis, 2003). Through cheating, a candidate seeks to obtain an unfair advantage which culminates in misrepresentation of the culprit’s performance as well as those of other candidates in an examination. A study that investigates the forms, factors and consequences of the questionable practices of examination cheating may provide insight on how to reduce the practice from continuing unabated.

Lazarus, Lebeloan, Mokula, Donald, Lovemore, Nyaumwe. Forms factors and consequences of cheating in university examinations: Insight from open and distance learning students.

Retrieved from https://www.researchgate.net/publication/276839586\_Forms\_Factors\_And\_Consequences\_Of\_Cheating\_In\_University\_Examinations\_Insight\_From\_Open\_And\_Distance\_Learning\_Students