**Synchronous Small Group Discussion:** Session 8

**Topic**: Student Cheating in Higher Education

**Reading:** Gallant, T. B., & Drinan, P. (2006). Organizational theory and student cheating: Explanation, responses, and strategies. *The Journal of Higher Education*, 77(5), 839-860.

**Instructions**

Introduce yourselves. Then, select a note-taker who will record the key components of your discussion. Select a time-keeper who will keep the conversation on track. As you work, keep track of questions that emerge. Everyone should be ready to share ideas with the larger group. Remember, the purpose is to have a robust discussion, not to methodically answer the questions. Your notes are for your eyes only.

**I. Article Structure**

1. This is a conceptual article. How does its structure differ from an empirical article? How is the structure similar?

2. How do the authors use past research to build an argument? [Paying attention to the mechanics involved in argumentation is important for developing your own ability to argue for a particular line of research or study design. You will need these skills for writing a dissertation proposal.]

**II. Article Content**

3. What do the authors mean when they refer to the “unit of analysis” on page 841? How do different units of analysis shift researchers’ focus and problem definition?

4. The authors critique past perspectives on student cheating (see: student view, p. 843; organizational culture view, p. 844; and the American society view, p. 847). Based on their argument, how can systematic application of organizational theories create a strategic and generative response to the problem of student cheating? How could it institutionalize academic integrity?

5. In what ways do you see the Natural-Social theory of organizations reflected in this article?

**III. Claims** Write 2 claims that accurately represent the authors’ argument.

1.

2.