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A Measure of the Amount of Cheating by College Students

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subtler intricacies of human thought and the functional aspects of intelligence. A definite theoretical psychological basis underlies this approach, and it is believed that important contributions to general theory can result from this type of experimentation.

Future use in the individualization of instruction at the rate and level of the student's ability is described.

STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

A MEASURE OF THE AMOUNT OF CHEATING BY COLLEGE STUDENTS

E. O. FINKENBINDER

Can college students be expected to score their own or others papers without overlooking some of the errors or without changing some of the answers so as to cover up errors that have been made?

Papers containing +, -, True, False, Yes, No as answers were photographed without the students' knowledge then returned to the class the day after the test. A chart containing the correct answers was presented for them to use as a key for scoring their papers, — in some classes their own papers, yet in other classes, papers written by other students in the class.

The percentage of students who change their own answers so as to make them correct and thus do not count them as errors is around fifty, varying slightly from class to class. About five per cent will change another's answer or overlook errors in another's paper.

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THE APPLICATION OF PSYCHOLOGICAL CLASSIFI- CATION OF CHANGES EFFECTED THROUGH LEARNING TO PROBLEMS OF CUR- RICULUM CONSTRUCTION

R. H. OJEMANN

Descriptions of the objectives of education have varied from general, all-inclusive statements, to extended lists of details. The