Online Survey on “Exams and Written Papers”

Documentation

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1 Introduction

In spring 2011, the students of the University of Bern and ETH Zurich (Swiss Federal Institute of Technology) in Switzerland were invited to participate in an online survey called “Exams and written papers” (“Prüfungen und schriftliche Arbeiten an der Universität Bern” at the University of Bern and “Prüfungen und schriftliche Arbeiten an der ETH Zürich” at the ETH Zurich). The goal of the survey was to estimate the prevalence of various forms of student misconduct such as plagiarizing or cheating in exams. Because students might be reluctant to reveal information on such behaviors, special techniques for sensitive questions were employed in addition to direct questioning. Respondents were randomly assigned to direct questioning or one of five different sensitive question techniques. A comparison of the techniques’ results indicates whether direct questioning is affected by social desirability bias and whether students are more inclined to provide honest answers if interviewed by so-called dejeopardizing questioning techniques (Lee 1993). Sensitive question techniques evaluated in this survey are five different implementations of the Randomized Response Technique (RRT; Warner 1965), including two variants of the recently proposed crosswise-model RRT (Yu et al. 2008). Since the survey was conducted via the internet, special effort was put into developing implementations of the RRT suitable for self-administered online interviews.

This document describes the design of the survey and the questionnaire and provides details on the different implementations of the RRT, the field work, and the resulting dataset. The appendix contains a codebook of the data and facsimiles of the questionnaire pages and other survey materials.

1.1 Prevalence and determinants of student misconduct

This survey aims to provide data on the prevalence and determinants of student misconduct such as cheating in exams and paper plagiarism. How common are these forms of misconduct among students? What are the normative beliefs and expectations regarding such misconduct? Do subjective estimates of the prevalence or the risk of detection correlate with students’ own behavior? Does knowledge of possible sanctions have an effect on students’ behavior?

Previous research on the topic goes back to at least the 1960s (see Bowers 1964) and, in some cases, also made use of special questioning techniques such as the RRT (e.g., Stem and Steinhorst 1984). Results show, for example, that there is a relation between individual performance and cheating: less successful students appear to be more likely to plagiarize or cheat in exams (see the reviews in McCabe et al. 2001, Crown and Spiller 1998). More recent research also focused on variables such as respondents’ attitudes or the behavior of peer groups, the effects of “honor codes” issued by the universities (McCabe et al. 2001), or on how well students are informed about plagiarism and scientific integrity (Dee and Jacob 2010).
1.2 Experimental evaluation of the RRT

Several variants of the Randomized Response Technique (Warner 1965, Fox and Tracy 1986) are employed in this survey for asking sensitive questions on student misconduct. In the RRT, respondents are guaranteed complete anonymity by means of a randomizing device. Respondents are assumed to appreciate this confidentiality and be more inclined to answer sensitive questions truthfully than in a direct-questioning setting. Technically, the RRT boils down to introducing random noise to the respondents’ answers. That is, the RRT design induces deliberate misclassification of answers so that an observed answer does not reveal anything about the true answer to the sensitive questions at the individual level.

Various RRT schemes have been suggested in the literature. In most designs the randomizing device decides whether the respondent has to

(a) answer the sensitive question, or

(b) provide a predefined answer or answer an unrelated non-sensitive question.

For instance, respondents could be asked to throw a dice in private and then, depending on the outcome, answer a sensitive question such as “Have you ever copied from other students during an exam?” (e.g., if the outcome is 2, 3, 4, or 5), simply say “yes” (if the outcome is 1), or simply say “no” (if the outcome is 6). The procedure protects the privacy of respondents because a “yes” can have multiple meanings, and the researcher does not know which one applies. As long as the design parameters of the RRT (i.e., the probabilities of the outcomes of the randomizing device) are known, however, a population estimate for the prevalence of the sensitive behavior can be derived (at the price of reduced statistical efficiency compared to direct questioning).

Little research has been conducted so far on the application of the RRT in online surveys. Our study therefore focuses on how the RRT can be implemented in a self-administered online mode. For example, the choice of the randomizing device is crucial for a successful online implementation (Coutts and Jann 2011), as traditional devices used in face-to-face mode such as dice and coins do not seem viable. Several new randomizing devices tailored to online mode are evaluated in our survey.

A special variant of the RRT employed in our survey is the crosswise-model RRT (Yu et al. 2008). The crosswise-model RRT is formally equivalent to Warner’s original RRT (Warner 1965), but uses a different framing. First empirical results for the crosswise-model RRT by Jann et al. (2012) are very promising.

2 The survey

The population of our survey consists of all Bachelor’s and Master’s degree students who were registered at the University of Bern or ETH Zurich in the spring semester 2011. Based on lists maintained by the enrollment offices of the two universities, all students were sent an email invitation to participate in the survey. Participation was voluntary. In total, 19’410 students
Table 1: Online Survey on “Exams and Written Papers” – Overview

<table>
<thead>
<tr>
<th><strong>Population</strong></th>
<th>Bachelor's and Master's degree students enrolled at the University of Bern or ETH Zurich in spring semester 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field dates</strong></td>
<td>University of Bern: March 15 to Mai 24, 2011&lt;br&gt;ETH Zurich: Mai 2 (pretest) and Mai 9 (main survey) to July 17, 2011</td>
</tr>
<tr>
<td><strong>Sampling frame</strong></td>
<td>Lists managed by the student administration offices (University of Bern: as of March 1, 2011; ETH Zurich: as of April 26, 2011)</td>
</tr>
<tr>
<td><strong>Survey method</strong></td>
<td>Online survey with personalized link; invitation by email</td>
</tr>
<tr>
<td><strong>Survey software</strong></td>
<td>EFS Survey 8.0 (Globalpark AG 2011)</td>
</tr>
<tr>
<td><strong>Sampling procedure</strong></td>
<td>no sample was drawn (full census)</td>
</tr>
<tr>
<td><strong>Gross sample</strong></td>
<td>19'410</td>
</tr>
<tr>
<td><strong>Completed interviews</strong></td>
<td>6'491</td>
</tr>
<tr>
<td><strong>Discontinued interviews</strong></td>
<td>863</td>
</tr>
<tr>
<td><strong>Response rate</strong></td>
<td>33.4% (completed interviews / gross sample)</td>
</tr>
<tr>
<td><strong>Incentives</strong></td>
<td>Participation in a lottery for one iPad or the equivalent of CHF 700 in cash at each university among participating students</td>
</tr>
<tr>
<td><strong>Experimental conditions</strong></td>
<td>Direct questioning (DQ)&lt;br&gt;FR “Pick a number”&lt;br&gt;CM “Pick a number”&lt;br&gt;FR “Random wheel”&lt;br&gt;UQ “Benford”&lt;br&gt;CM “Unrelated question”</td>
</tr>
<tr>
<td><strong>Subconditions (RRT only)</strong></td>
<td>High level of respondent protection&lt;br&gt;Low level of respondent protection</td>
</tr>
</tbody>
</table>

received an invitation and 6’491 completed the online questionnaire. The response rate was 33.4% (RR1, AAPOR 2006). Table 1 contains a basic overview of the survey.

2.1 Field work

Data collection took place in spring 2011, first at the University of Bern and, subsequently, at ETH Zurich. All enrolled students received an email invitation forwarded to their official university email address asking them to participate in an online survey on “Exams and written papers”.

4
2.1.1 Data collection at the University of Bern

Data collection at the University of Bern was carried out between March 15 and May 24, 2011. The population consisted of all Bachelor’s and Master’s degree students enrolled at the University of Bern at that time. Students’ email addresses were provided by the student administration office based on their database as of March 1, 2011. Students who blocked their email address for messages not directly related to their studies were excluded from the gross sample (“5% or 10% of the students” according to personal communication with the responsible person at the student administration office). Also excluded from the gross sample was a 10% sample of students who were included in the pretest.

Invitation emails were sent out by the student administration office in HTML format using MS Outlook and Word, as data protection regulation of the University of Bern did not allow direct usage of the email addresses by the research team. The invitations were sent out over the course of two days to avoid exceeding the questionnaire server’s capacity limits. On Tuesday, March 15, 4’304 emails were sent out between 10:45 and 10:49. Another 4’306 emails were sent on Wednesday, March 16, at 8:55. About half of the emails sent on the second day were initially blocked by the server’s spam filter; they were released in the afternoon of the same day between 14:00 and 14:20. Students were only contacted once as the data protection regulations of the University of Bern did not allow sending reminder emails to students who did not respond.

2.1.2 Data collection at ETH Zurich

Data collection at ETH Zurich was carried out from May 2 to June 20, 2011. The population consisted of all Bachelor’s and Master’s degree students enrolled at the ETH Zurich at that time. Students’ email addresses were provided by the student administration office based on their database as of April 26, 2011.

Invitation emails were sent out by the research team in plain-text format using the mailing feature of the survey software. On May 2, 500 invitations were sent (pretest sample, see below); 6’180 invitations were sent on May 9; 4’120 invitations were sent on May 10. Reminder emails were sent after three weeks (on May 24, May 30, or May 31, respectively) to students who hadn’t responded until then.

2.2 Response rates

Participation in the study was voluntary. As an incentive participating students at each university took part in a lottery for an iPad or 700 CHF in cash (both winners decided to take the cash). Across both universities, a total of 6’491 of the 19’410 students in the gross sample completed the online questionnaire to the end. Another 863 students started the questionnaire but did not complete it to the end (see Table 2 for details). The total response rate based on fully completed questionnaires was 33.4% (RR1 (AAPOR 2006)). The response rate at the University of Bern (28.9%) was considerably lower than the response rate at ETH Zurich (37.1%).
Table 2: Response rates

<table>
<thead>
<tr>
<th></th>
<th>University of Bern</th>
<th>ETH Zurich</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Gross sample</td>
<td>8610</td>
<td>100.0</td>
<td>10800</td>
</tr>
<tr>
<td>Completed interviews</td>
<td>2486</td>
<td>28.9</td>
<td>4005</td>
</tr>
<tr>
<td>Discontinued interviews</td>
<td>287</td>
<td>3.3</td>
<td>576</td>
</tr>
</tbody>
</table>

This is primarily due to the reminder emails that were only sent out at ETH Zurich (response rates are similar if students responding after the reminder are excluded).

2.3 Data quality issues

2.3.1 Language skills

The questionnaire was only available in German. Respondents who indicated that their German skills were poor deserve special attention because the questionnaire was designed for respondents with good German skills, and instructions for the special sensitive question techniques required good comprehension skills.

2.3.2 JavaScript

For the proper display and functioning of some elements of the questionnaire (see the details on experimental conditions below), JavaScript was necessary. For 99 respondents no JavaScript was detected by the survey software when starting the interview. A special questionnaire page was displayed for these respondents, providing instructions on how to activate JavaScript. It is unknown, however, whether these respondents actually activated JavaScript after having seen this page. The break-off rate is slightly increased for these respondents.

2.3.3 Mobile devices

About 7% of respondents used a mobile device to access the survey. The questionnaire should have worked on most mobile devices, although this was not systematically tested in advance. Furthermore, the questionnaire pages were not tailored for display on small screens. Respondents using a mobile device had an increased break-off rate, but they also had an increased rate of interruption, indicating that some of them switched to non-mobile devices to complete the interview.
3 The questionnaire

The questionnaire contained a wide variety of study-related questions in general and questions about exams and written papers in particular. The core was made up of five sensitive items on respondent’s own misconduct during exams and when submitting a paper. These sensitive items were surveyed using different strategies (hereafter called experimental conditions): direct questioning, two implementations of the forced-response RRT, one implementation of the unrelated-question RRT and two implementations of the crosswise-model RRT.

Respondents were randomly assigned to these different conditions. The questionnaire consisted of a maximum of 28 pages, depending on the experimental condition and filter conditions (see Table 3). The median response time was 12 minutes but varied considerably between the different experimental conditions.

3.1 Questionnaire development

To achieve a high level of acceptance among respondents and maximum compliance with the RRT implementations, considerable effort has been put into the development and testing of the questionnaire. Cognitive pretest were conducted prior to running a standardized pretest at both of the universities. This led to several, successive optimizations of the RRT implementations and other items in the questionnaire.

3.1.1 Cognitive pretesting

We carried out three rounds of cognitive pretesting (Peresser et al. 2004, Beatty and Willis 2007, Willis 2004), with each round followed by questionnaire improvements. All pretest participants were students at the University of Bern, mainly studying social sciences. 21 participants were recruited and data of 19 pretests could be analyzed (data of one participant had to be excluded due to language problems, another due to unreasonable behavior). The duration of the pretest varied between 45 and 60 minutes; payment was 30 CHF. Participants first filled out the online questionnaire on a desktop PC on their own and then went through the questionnaire step by step with the researcher present. Participants first indicated whether they struggled with specific questions or instructions in the questionnaire. Subsequently, we employed retrospective “think aloud” and “probing” for selected items and for the sensitive questions. Finally, participants were asked detailed questions about the RRT principle to check their understanding of how these methods protect their privacy (see the interview guide in Appendix A.3).

The first pretest round showed that only half of the eight participants actually understood the general principle of how the sensitive question techniques protect their privacy. To improve understanding in the second round, we introduced a training question on fare dodging in some RRT conditions. However, this seemed to have improved understanding only marginally. Half of the six participants in the second round still did not really understand the RRT principle.\(^1\)

\(^1\)Understanding was evaluated in the second and third round by asking respondents explicitly to explain how the employed sensitive question technique protected their privacy.
Table 3: Questionnaire structure and filters

<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>Filter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting page</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>JavaScript not activated</td>
<td>JavaScript not activated</td>
</tr>
<tr>
<td>3</td>
<td>Part A. Personal background</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Personal background I</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Part B. Study performance, exams, paper writing and plagiarism</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Study performance and stress</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Integration and procrastination</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Number of papers</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Scientific writing</td>
<td>wrote at least one paper</td>
</tr>
<tr>
<td>10</td>
<td>Plagiarism I</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Plagiarism II</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Part C. Sensitive items on misconduct (different page versions for each experimental condition)</td>
<td>had at least one exam or wrote at least one paper</td>
</tr>
<tr>
<td>13</td>
<td>Intro sensitive questions</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Instructions/example</td>
<td>&quot; (some conditions only)</td>
</tr>
<tr>
<td>15</td>
<td>Additional explanations</td>
<td>&quot; (some conditions only)</td>
</tr>
<tr>
<td>16</td>
<td>Copying from other students in exam</td>
<td>had at least one exam</td>
</tr>
<tr>
<td>17</td>
<td>Using crib notes in exam</td>
<td>&quot;</td>
</tr>
<tr>
<td>18</td>
<td>Taking drugs to enhance performance in exam</td>
<td>&quot;</td>
</tr>
<tr>
<td>19</td>
<td>Plagiarism</td>
<td>wrote at least one paper</td>
</tr>
<tr>
<td>20</td>
<td>Ghostwriting</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Part D. Perceived prevalence, normative expectations and perceived risk</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Perceived prevalence</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>General norm</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Perceived risk</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Marlowe-Crowne scale</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Part E. Survey evaluation</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Trust in confidentiality</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Evaluation of sensitive question technique</td>
<td>RRT only</td>
</tr>
<tr>
<td>29</td>
<td>Respondents’ comments</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Final page</td>
<td></td>
</tr>
</tbody>
</table>
Nonetheless, the training question may have improved compliance with the RRT instructions, as indicated by statements such as “I did not get it in the introduction to the sensitive questions, after the training question, however, I knew what I had to do” (translated from German). For the third pretest round we introduced a page with additional explanations about the RRT principle right after the training question. Furthermore, the wording of the RRT explanations was shortened to keep respondents’ burden at an acceptable level. To avoid accidental skipping of one of the five sensitive questions, we numbered them prominently. In this last pretest round, all three participants seemed to understand the RRT principle.

In sum, cognitive pretesting showed that a large share of respondents (about half of our pretest participants) did not actually understand how the RRT protects their privacy. However, this did not seem to be of major concern to these respondents, and it appeared that they did not put a lot of effort into trying to fully understand the principle. Regardless of their understanding of the RRT principle, 18 out of 19 participants stated having correctly complied with the RRT instructions (a self-declaration that cannot be verified with our design).

3.1.2 Standardized pretests

Following the cognitive pretests, a standardized pretest was carried out on March 2, 2011, at the University of Bern. A random sample of about 10% of the students ($N = 957$) were sent an email invitation to participate in the survey, of which 269 completed the questionnaire (28% response rate). Based on respondents’ comments and item non-response patterns, several questions were slightly modified. Furthermore, the wording of the RRT questions as well as some technical details were slightly optimized. Due to the changes in the questionnaire, the pretest data from the University of Bern are not included in the dataset.

At ETH Zurich, a pretest was conducted with 500 randomly selected students on May 2, 2011, of which 200 completed the questionnaire (40% response rate). Apart from some minor adaptations to the different context (see Section 3.2), the questionnaire was the same as the final version used in Bern. As the questionnaire was left unchanged after this pretest, we decided to include the pretest data from ETH Zurich in the dataset.

3.1.3 Survey items adopted from the literature

Several items in our questionnaire have been adopted from existing literature. The question about risk aversion is a minimally altered item from the German Socio-Economic Panel (Thomas et al. 2005). The question on procrastination was inspired by an item of Glöckner-Rist et al. (2010). Prevalence estimates of misconduct have been designed based on suggestions by Beuer-Krüssel and Krumpal (2009). The German version of the Marlowe-Crown-Scale (Crowne and Marlowe 1960) was adopted from Stocké (2010), the sensitive items on plagiarism and ghostwriting from Jann et al. (2012). Items on the evaluation of the survey confidentiality and sensitive question technique were partly based on Stirnemann (2009) and Coutts and Jann (2011).
Table 4: Sensitive items on student misconduct (translated from German)

<table>
<thead>
<tr>
<th>Item</th>
<th>Wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your studies, have you ever copied from other students during an exam?</td>
</tr>
<tr>
<td>2</td>
<td>In your studies, have you ever used illicit crib notes in an exam (including notes on mobile phones, calculators or similar)?</td>
</tr>
<tr>
<td>3</td>
<td>In your studies, have you ever used prescription drugs to enhance your performance in an exam?</td>
</tr>
<tr>
<td>4</td>
<td>In your studies, have you ever handed in a paper containing a passage intentionally adopted from someone else's work without citing the original?</td>
</tr>
<tr>
<td>5</td>
<td>In your studies, have you ever had someone else write a large part of a submitted paper for you or have you handed in someone else’s paper as your own?</td>
</tr>
</tbody>
</table>

3.2 Questionnaire differences between the universities

Apart from some minor adaptions to the local context, the questionnaires used at the two universities were identical. For example, the title pages were slightly modified and the drop-down lists for field of study were adapted to the study programs offered at the university. Furthermore, the ETH Zurich version contained an additional question on the type of papers on page 8. For details, see the facsimiles of the questionnaire pages in Appendix A.1.

4 Experimental conditions

The core of the questionnaire contained five sensitive questions on respondents’ misconduct in exams and papers. Table 4 lists the sensitive questions and their wording in the order in which they appeared in the questionnaire.

The five sensitive items were surveyed using six different techniques to which respondents were randomly assigned: direct questioning, two implementations of the forced-response RRT, one implementation of the unrelated-question RRT, and two implementations of the crosswise-model RRT (see Table 5). Respondents were randomly assigned to one of the experimental conditions when entering the experimental part of the survey (between page 10 and page 11). To improve the balancing, randomization was stratified by subgroups depending on language skills and on whether a respondent already wrote a paper or had an exam.

Details on each of the experimental conditions are discussed in the following subsections. In addition to these six main experimental conditions, we also varied the level of respondents’ protection for all RRT implementations. Half of respondents assigned to a particular RRT implementation received a design with a higher level of protection, half a design with a lower level of protection. In the forced-response and unrelated-question RRT, the level of respondent protection is related to the design probability with which a respondent has to answer to the sensitive question (the higher the probability, the lower the protection); in the crosswise-
model RRT, the level of respondent protection is related to the degree to which the control item deviates from an even distribution (the more uneven the distribution, the lower the protection).

4.1 Direct questioning

The direct questioning condition served as benchmark for the evaluation of the different RRT implementations. The wording of the sensitive items in the direct questioning condition was identical to the other experimental conditions. The sensitive items were preceded by a screen announcing several sensitive questions, stating the importance of honest answers for the success of the study and providing a privacy assurance statement. Figure 1 displays the first sensitive item as presented in the direct questioning condition.

4.2 FR “Pick a number”

The experimental condition FR “Pick a number” is an implementation of the forced response variant of the RRT (Boruch 1971) using a novel randomizing device called “Pick a number”. The randomizing device worked as follows: Respondents were presented twelve fields on the screen, numbered from one to 12. They were told to privately choose a field and memorize their choice (without clicking on it). Then, they were told to click the „Show instructions“ button to uncover the instructions hidden within the fields and follow the instruction that appeared in the field they chose (see Figure 2). Possible instructions were “Answer Question”, “Directly tick Yes”, or “Directly tick No”. The distribution of instructions differed by experimental subcondition (high versus low respondent protection), as listed in Table 6. The pick-a-number device was implemented using JavaScript (see Appendix A.4 for example code).
Figure 2: FR “Pick a number” with uncovered random instructions (translated from German)

Question 1

1. Please pick one of the twelve fields.

2. Now click the "Show instructions" button:

3. Please follow the instruction displayed in the field you picked:

   In your studies, have you ever copied from other students during an exam?
   Please tick the corresponding answer on the right →

   Yes
   No

Table 6: Distribution of instructions for FR “Pick a number” by subcondition

<table>
<thead>
<tr>
<th>Subcondition</th>
<th>Answer Question</th>
<th>Directly tick Yes</th>
<th>Directly tick No</th>
</tr>
</thead>
<tbody>
<tr>
<td>low protection</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>high protection</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The sensitive items were introduced by a screen announcing several sensitive questions and the use of a special technique to guarantee respondents’ privacy. The procedure of the sensitive question technique and how it protects respondents’ privacy was explained. Subsequently, respondents had to answer a training question on fare dodging, which was followed by a screen with additional explanations on how the RRT protects the respondents’ answers.

To avoid bias due to preferences for particular numbers, the instructions were randomized across fields. We used fixed patterns of instructions but randomized the start seed (i.e., the position in the pattern at which the first field started) for each respondent and question. The patterns were as shown in Table 7.
Table 7: Random instruction patterns for FR “Pick a number”

<table>
<thead>
<tr>
<th>seed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>low protection</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>Y</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>N</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>Y</td>
</tr>
<tr>
<td>high protection</td>
<td>Q</td>
<td>Q</td>
<td>Y</td>
<td>Q</td>
<td>Q</td>
<td>N</td>
<td>Q</td>
<td>Q</td>
<td>Y</td>
<td>Q</td>
<td>Q</td>
<td>N</td>
</tr>
</tbody>
</table>


Figure 3: CM “Pick a number” with uncovered random answers (translated from German)

**Question 1**

1. Please answer the following question for yourself:
   In your studies, have you ever copied from other students during an exam?

2. Now generate a random answer by picking one of the twelve fields.

   ![Random Answers](Survey file:///Users/jann/Documents/Forschung/rrt/projects/plagiaris...)

3. Please click the "Show random answer" button: [Show random answer]

4. Compare your own answer with the random answer in the field you picked:
   - Are the answers the same or different?
     - same (both Yes or both No)
     - different (one Yes, and the other No)

**4.3 CM “Pick a number”**

CM “Pick a number” is an implementation of the crosswise-model RRT using the pick-a-number randomizing device. The device worked as described above, except that random answers (“Yes” or “No”) were included in the fields instead of forced-response instructions. Respondents then had to indicate whether the provided random answer was the same or different than their answer to the sensitive question (see Figure 3). The distribution of random answers differed by experimental subcondition (high versus low respondent protection). Furthermore, two variants of the distribution were used for each level of protection, one in which “Yes” was more frequent and one in which “No” was more frequent. The variants were alternated across sensitive questions as listed in Table 8.

The sensitive items were introduced by a screen announcing some sensitive questions and the use of a special technique to guarantee respondents’ privacy. The procedure of the sensitive-question technique and how it protects respondents’ privacy was explained. Subsequently,
Table 8: Distribution of random answers for CM “Pick a number” by subcondition

<table>
<thead>
<tr>
<th>Item</th>
<th>Subcondition: low protection</th>
<th>Subcondition: high protection</th>
</tr>
</thead>
<tbody>
<tr>
<td>training question</td>
<td>10 Yes, 2 No 2 Yes, 10 No</td>
<td>9 Yes, 3 No 3 Yes, 9 No</td>
</tr>
<tr>
<td>1</td>
<td>10 Yes, 2 No 2 Yes, 10 No</td>
<td>9 Yes, 3 No 3 Yes, 9 No</td>
</tr>
<tr>
<td>2</td>
<td>2 Yes, 10 No 10 Yes, 2 No</td>
<td>3 Yes, 9 No 9 Yes, 3 No</td>
</tr>
<tr>
<td>3</td>
<td>10 Yes, 2 No 2 Yes, 10 No</td>
<td>9 Yes, 3 No 3 Yes, 9 No</td>
</tr>
<tr>
<td>4</td>
<td>2 Yes, 10 No 10 Yes, 2 No</td>
<td>3 Yes, 9 No 9 Yes, 3 No</td>
</tr>
<tr>
<td>5</td>
<td>10 Yes, 2 No 2 Yes, 10 No</td>
<td>9 Yes, 3 No 3 Yes, 9 No</td>
</tr>
</tbody>
</table>

Table 9: Random answer patterns for CM “Pick a number”

<table>
<thead>
<tr>
<th>seed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>low protection</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>high protection</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>low protection</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
</tr>
<tr>
<td>high protection</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

respondents had to answer a training question on fare dodging, which was followed by a screen with additional explanations on how the RRT protects the respondents’ answers.

To avoid bias due to preferences for particular numbers, the answers were randomized across fields. We used fixed patterns of answers but randomized the start seed (i.e., the position in the pattern at which the first field started) for each respondent and question. The patterns were as shown in Table 9.

4.4 FR “Random wheel”

Condition FR “Random wheel” is formally identical to FR “Pick a number” except that a virtual random wheel is used instead of the pick-a-number device (see Figure 4). The random wheel had twelve sectors labeled “Question”, “Yes”, or “No”. Respondents could spin the wheel by clicking the “Rotate wheel” button. After stopping at a random position, the resulting instruction (“Answer Question”, “Directly tick Yes”, or “Directly tick No”) was displayed in the middle of the wheel (the wheel could only be spun once). The distributions and patterns of the
instructions were as described for FR “Pick a number” (see above). Furthermore, as in FR “Pick a number” and CM “Pick a number”, the sensitive questions were preceded by an introductory screen and a training question on fare dodging. The random wheel was implemented using JavaScript (see Appendix A.4).

FR “Random wheel” corresponds to the classic spinner used in some early variants of the RRT (Fox and Tracy 1986: 39). A first online implementation of such a spinner was presented by Peeters (2006; also see Peeters et al. 2010).

4.5 UQ “Benford”

UQ “Benford” employed a specific unrelated-question RRT design proposed by Diekmann (2012). In a first step, respondents were asked to think of an acquaintance and use the first digit of this person’s house number as their personal random number (Figure 5). Then respondents were asked to either answer the sensitive questions or answer unrelated auxiliary questions
Figure 5: UQ “Benford” (generating personal random number; translated from German)

Please generate a random number that determines whether you have to answer question A or question B on the subsequent screens:

1. For this purpose, think of an acquaintance of yours who doesn’t live in your household and whose address and house number you know.
2. Take the first digit of this person’s house number (for instance “3” for number 3, number 37, or number 348).
3. Memorize this digit - it is your personal random number for the following questions.

Figure 6: UQ “Benford” (answer sensitive or auxiliary question; translated from German)

**Question 1**

Please answer question A or question B according to your random number:

If your random number is 1, 2, 3, or 4 →
A In your studies, have you ever copied from other students during an exam?

If your random number is 5, 6, 7, 8, or 9 →
B Is your mother’s birthday in the first half of the year (January to June)?
(If you don’t know, please take the birthday of another person you know.)

Yes
No

depending on their personal random number (Figure 6). In the high protection condition, the sensitive questions had to be answered if the personal random number was 1, 2, 3, or 4; in the low protection condition, the sensitive questions had to be answered if the personal random number was 1, 2, 3, 4, or 5. Diekmann (2012) provides evidence that first digits of house numbers follow “Benford’s Law”. According to the law, the probability of 1, 2, 3, or 4 is 0.699; the probability of 1, 2, 3, 4, or 5 is 0.778.

The auxiliary questions we used are listed in Table 10. They were randomly paired with the sensitive items for each respondent. Table 10 also indicates for each auxiliary question our estimate of the probability that the answer to this question is “yes”.

As in the other conditions, the sensitive items were introduced by a screen announcing some sensitive questions and the use of a special technique to guarantee respondents’ privacy. Then, the screen where respondents had to select their personal random number appeared, which was followed by the screen for the first sensitive item (either “having copied from other students in an exam” or “having handed in a paper containing a plagiarism”, depending on whether the respondent had any exams yet). After the first sensitive item, a screen with some additional explanations was shown, which was followed by the screen for the remaining sensitive items.
Table 10: Unrelated questions for UQ “Benford” (translated from German)

<table>
<thead>
<tr>
<th>No.</th>
<th>Unrelated question</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is your mother’s birthday in the months of January through June?</td>
<td>0.521\textsuperscript{a}</td>
</tr>
<tr>
<td>2</td>
<td>Is your mother’s birthday in an even-numbered month? (Feb., Apr., Jun., Aug., Oct., Dec.)</td>
<td>0.495\textsuperscript{a}</td>
</tr>
<tr>
<td>3</td>
<td>Is your mother’s birthday in the first half of the month? (from the 1\textsuperscript{st} up to and including the 15\textsuperscript{th} of the month)</td>
<td>0.493\textsuperscript{b}</td>
</tr>
<tr>
<td>4</td>
<td>Is your mother’s birthday on an even-numbered day? (2\textsuperscript{nd}, 4\textsuperscript{th}, 6\textsuperscript{th}, etc. of the month)</td>
<td>0.490\textsuperscript{b}</td>
</tr>
<tr>
<td>5</td>
<td>Is your mother’s birth year even-numbered? (treat 0 as an even number)</td>
<td>0.500\textsuperscript{b}</td>
</tr>
</tbody>
</table>

\textsuperscript{a} Based on the empirical birth distribution between 1941 and 1965 in Switzerland (Source: Swiss Federal Statistical Office).
\textsuperscript{b} Assuming a uniform birth distribution.

Figure 7: CM “Unrelated question” (translated from German)

**Question pair 1**

**Question A:** Is your mother’s birthday in January or February?
(If you don't know, please take the birthday of another person you know.)

**Question B:** In your studies, have you ever copied from other students during an exam?

**Compare your answers to the two questions: Are the answers the same or different?**
- same (both Yes or both No)
- different (one Yes, and the other No)

4.6 CM “Unrelated question”

CM “Unrelated question” is a classic crosswise-model RRT implementation as used in Jann et al. (2012). For each sensitive item, respondents were presented two questions at the same time, the sensitive question and an unrelated non-sensitive question. Respondents were then instructed to indicate whether their answers to the two questions were the same (both yes or both no) or different (one no, the other yes) (see Figure 7).

The unrelated questions we used are listed in Table 11. The questions differed depending on level of respondent protection and were randomly paired with the sensitive questions for each respondent. Table 11 also indicates for each unrelated question our estimate of the probability that the answer to this question is “yes”.

The sensitive items were introduced by a screen announcing some sensitive questions and the use of a special technique to guarantee respondents’ privacy. Then, the screen for the first
Table 11: Unrelated questions for CM “Unrelated question” (translated from German)

<table>
<thead>
<tr>
<th>No.</th>
<th>Subcondition</th>
<th>Unrelated question</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>low protection</td>
<td>Is your mother’s birthday in January or February?</td>
<td>0.167&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>high protection</td>
<td>Is your mother’s birthday in January, February, or March?</td>
<td>0.260&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>2</td>
<td>low protection</td>
<td>Is your mother’s birthday between the 1&lt;sup&gt;st&lt;/sup&gt; and the 6&lt;sup&gt;th&lt;/sup&gt; of the month (inclusive)?</td>
<td>0.197&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>high protection</td>
<td>Is your mother’s birthday between the 1&lt;sup&gt;st&lt;/sup&gt; and the 7&lt;sup&gt;th&lt;/sup&gt; of the month (inclusive)?</td>
<td>0.230&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>3</td>
<td>low protection</td>
<td>Is your father’s birthday in January or February?</td>
<td>0.167&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>high protection</td>
<td>Is your father’s birthday in January, February, or March?</td>
<td>0.260&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>4</td>
<td>low protection</td>
<td>Is your father’s birthday between the 1&lt;sup&gt;st&lt;/sup&gt; and the 6&lt;sup&gt;th&lt;/sup&gt; of the month (inclusive)?</td>
<td>0.197&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>high protection</td>
<td>Is your father’s birthday between the 1&lt;sup&gt;st&lt;/sup&gt; and the 7&lt;sup&gt;th&lt;/sup&gt; of the month (inclusive)?</td>
<td>0.230&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>5</td>
<td>low protection</td>
<td>Please think of your parents’ phone number (or the phone number of someone else you know): Is the last digit of this number equal to 1 or 2?</td>
<td>0.202&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>high protection</td>
<td>Please think of your parents’ phone number (or the phone number of someone else you know): Is the last digit of this number equal to 1, 2, or 3?</td>
<td>0.304&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup> Based on the empirical birth distribution between 1941 and 1965 in Switzerland (Source: Swiss Federal Statistical Office).
<sup>b</sup> Assuming a uniform birth distribution.
<sup>c</sup> Based on an analysis of the Swiss phone directory (Twixtel 41, 2008).

Sensitive item followed (either “having copied from other students in an exam” or “having handed in a paper containing a plagiarism”, depending on whether the respondent had any exams yet). After the first sensitive item, a screen with some additional explanations was shown, which was followed by the screens for the remaining sensitive items.

4.7 Design parameters

To analyze the data from the RRT conditions the design parameters of the specific implementations have to be known. For the forced-response and unrelated-question RRT there are two design parameters $p^{yes}$ and $p^{no}$, the probability of a direct or auxiliary “yes” and the probability of a direct or auxiliary “no”. For the crosswise-model RRT there is one design parameter $p^{cm}$, the probability of the unrelated answer being “yes”. For an overview of basic formulas for an-
alyzing RRT data see, e.g., Krumpal et al. (forthcoming). Regression estimators for RRT data are provided by Jann (2005, 2008).

The design parameters can be reconstructed from the descriptions of the RRT implementations above. For FR “Pick a number”, CM “Pick a number”, FR “Random wheel”, and CM “Unrelated question” the probabilities directly follow from the given information on the distribution of random instructions and unrelated questions, etc. For UQ “Benford” \( p^{\text{yes}} \) and \( p^{\text{no}} \) can be computed by multiplying probabilities from the distribution of the personal random numbers and the unrelated questions. For the sake of convenience, we added variables holding the design probabilities for each sensitive item to the dataset. For direct questioning the parameters were set to \( p^{\text{yes}} = p^{\text{no}} = 0 \) and \( p^{\text{cm}} = 1 \), which is useful for joint analyses across experimental conditions.

References


A Appendix

A.1 Questionnaire

Page 1: Starting page (University of Bern)

Herzlich willkommen!

Wir danken Ihnen, dass Sie an unserer Befragung zum Thema 'Prüfungen und schriftliche Arbeiten an der Uni Bern' teilnehmen.

Ihre Mitarbeit ist für das Gelingen unserer Studie sehr wichtig. Die Beantwortung unserer Fragen dauert 10 bis 15 Minuten.

Als kleine Wertschätzung für Ihre Teilnahme verlosen wir ein Apple iPad 2 im Wert von 700 Fr. (oder 700 Fr. in bar) unter den teilnehmenden Studierenden.

Für Fragen können Sie mich gerne per E-Mail (ben.jann@soz.unibe.ch) oder telefonisch (031 631 48 31) kontaktieren.

Freundliche Grüsse

Prof. Dr. Ben Jann

Universität Bern, Institut für Soziologie

Lerchenweg 36
CH-3000 Bern 9
Tel. 031 631 48 31
jann@soz.unibe.ch
http://www.soz.unibe.ch
Herzlich willkommen!

Wir danken Ihnen, dass Sie an unserer Befragung zum Thema 'Prüfungen und schriftliche Arbeiten an der ETH Zürich' teilnehmen.

Ihre Mitarbeit ist für das Gelingen unserer Studie sehr wichtig. Die Beantwortung unserer Fragen dauert 10 bis 15 Minuten.

Als kleine Wertschätzung für Ihre Teilnahme verlosen wir ein Apple iPad 2 im Wert von 700 Fr. (oder 700 Fr. in bar) unter den teilnehmenden Studierenden.

Für Fragen können Sie uns gerne per E-Mail oder telefonisch kontaktieren.

Freundliche Grüsse

Andreas Diekmann
Marc Höglinger

ETH Zürich, Professur f. Soziologie A. Diekmann

CLU D 3
Clausiusstrasse 50
8092 Zürich

Tel. 044 632 55 58
diekmann@soz.gess.ethz.ch
marc.hoeglinger@soz.gess.ethz.ch
www.socio.ethz.ch
Für die korrekte Darstellung dieser Umfrage muss Javascript in Ihrem Browser aktiviert sein - momentan scheint dies nicht der Fall zu sein.

Um an der Umfrage teilzunehmen, können Sie Javascript folgendermassen aktivieren (und anschliessend bei Bedarf wieder deaktivieren):

**Internet Explorer 6.0+**
1. Klicken Sie auf das Menü Extras.
2. Wählen Sie Internetoptionen aus.
4. Klicken Sie auf die Schaltfläche Stufe anpassen.
5. Scrollen Sie nach unten bis zum Bereich "Skripting". Wählen Sie "Aktivieren" für "Active Scripting" aus.
6. Klicken Sie auf OK.
7. Falls ein Bestätigungsfenster angezeigt wird, klicken Sie auf Ja.

**Firefox 3.6+**
1. Klicken Sie auf das Menü Extras.
2. Wählen Sie Einstellungen aus.
4. Aktivieren Sie das Kontrollkästchen "JavaScript aktivieren".
5. Klicken Sie auf OK.

**Safari 2 oder 3**
1. Klicken Sie auf das Menü Safari.
2. Wählen Sie Einstellungen aus.
4. Aktivieren Sie das Kontrollkästchen "JavaScript aktivieren".

Falls Ihr Browser hier nicht aufgeführt ist, benutzen Sie bitte die Hilfefunktion Ihres Browsers und suchen Sie nach "Javascript aktivieren".
Als Erstes haben wir einige Fragen zu Ihrer Person:

In welchem Jahr sind Sie geboren?
(bitte wählen)

Was ist Ihr Geschlecht?
- weiblich
- männlich

Welches (Haupt-)Fach studieren Sie an der Uni Bern?
(bitte wählen)
- Anderes (bitte angeben)

Handelt es sich um ein...?
- Bachelorstudium
- Masterstudium
- Lizentiatstudium

In welchem Semester studieren Sie?
(inklusive Bachelorstudium, falls Sie sich im Masterstudium befinden)
(bitte wählen)

<table>
<thead>
<tr>
<th>Jahr</th>
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<tbody>
<tr>
<td>1984</td>
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<td>&gt; Biochemie und Molekularbiologie</td>
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Drop-down list 1 Drop-down list 2 Drop-down list 3

25
Als Erstes haben wir einige Fragen zu Ihrer Person:

In welchem Jahr sind Sie geboren?
(bitte wählen)

Was ist Ihr Geschlecht?
○ weiblich
○ männlich

Welchen Studiengang belegen Sie an der ETH Zürich?
(bitte wählen)
Anderes (bitte angeben)

Handelt es sich um ein...?
○ Bachelorstudium
○ Masterstudium

In welchem Semester studieren Sie? (inklusive Bachelorstudium, falls Sie sich im Masterstudium befinden)
(bitte wählen)
Sind Sie neben dem Studium erwerbstätig?

- Nein
- Ja, und zwar mit einem durchschnittlichen Pensum von %

Wie gut sind Ihre Deutschkenntnisse?

- sehr gut/ Muttersprache
- gut
- mittel
- eher schlecht
- schlecht

Wie schätzen Sie sich ein: Sind Sie im Allgemeinen ein risikobereiter Mensch oder versuchen Sie, Risiken zu vermeiden?

- gar nicht risikobereit
- sehr risikobereit

0 1 2 3 4 5 6 7 8 9 10
Wir möchten Ihnen nun einige Fragen zu Ihrem Studium stellen:

Wie hoch ist Ihr aktueller Notendurchschnitt ungefähr?

(bitte wählen)

Wie häufig empfinden Sie Ihr Studium als grosse Belastung?

nie
selten
manchmal
häufig
sehr häufig

Fühlen Sie sich bei Klausuren jeweils stark gestresst?

nie
selten
manchmal
häufig
sehr häufig

Wie viele Klausuren mussten Sie für Ihr Studium bisher ablegen?

keine
1-5
6-10
11-20
21-30
31-40
41 und mehr

Drop-down list
(bitte wählen)
5.50 bis 6.00
5.00 bis 5.49
4.50 bis 4.99
4.00 bis 4.49
3.50 bis 3.99
3.00 bis 3.49
unter 3.00
weiss nicht/lässt sich nicht angeben
Wir möchten Ihnen nun einige Fragen zu Ihrem Studium stellen:

Wie hoch ist Ihr aktueller Notendurchschnitt ungefähr?

(bitte wählen)

Wie häufig empfinden Sie Ihr Studium als grosse Belastung?

nie selten manchmal häufig sehr häufig

Fühlen Sie sich bei Klausuren jeweils stark gestresst? (z.B. bei Sessions- o. Semesterendprüfungen)

nie selten manchmal häufig sehr häufig

Wie viele Klausuren mussten Sie für Ihr Studium bisher ablegen? (z.B. Sessions- o. Semesterendprüfungen)

keine 1-5 6-10 11-20 21-30 31-40 41 und mehr

Page 6: Integration and procrastination

Wie oft lernen und arbeiten Sie fürs Studium gemeinsam mit anderen Studierenden?

nie selten manchmal häufig sehr häufig

Wie oft unternehmen Sie Freizeitaktivitäten mit anderen Studierenden?

nie selten manchmal häufig sehr häufig

Wie häufig kommt es vor, dass Sie das Erledigen von Aufgaben für Ihr Studium (z.B. Arbeiten schreiben, Lernen auf Prüfungen) so lange wie möglich hinausschieben?

nie selten manchmal häufig sehr häufig
Wie viele schriftliche Arbeiten (Hausarbeiten) haben Sie für Ihr Studium bisher eingereicht?
(z.B. Proseminar-, Seminar-, Bachelorarbeiten)

(bitte wählen)

Zurück Weiter

Wie viele schriftliche Arbeiten (Hausarbeiten) haben Sie für Ihr Studium bisher eingereicht?
(z.B. Semester-, Seminar-, Bachelorarbeiten)

(bitte wählen)

Zurück Weiter

1 von 1 15.02.12 13:05

1 von 1 1/6/14 17:19

30
Wie schwer fällt es Ihnen, schriftliche Arbeiten für das Studium zu verfassen?

1. überhaupt nicht schwer
2. eher nicht schwer
3. teils, teils
4. eher schwer
5. sehr schwer

Wie schätzen Sie Ihre Schreibfähigkeiten im Vergleich zu Ihren Mitstudierenden ein?

1. klar unterdurchschnittlich
2. eher unterdurchschnittlich
3. durchschnittlich
4. eher überdurchschnittlich
5. klar überdurchschnittlich

Wie viel, denken Sie, bringt Ihnen das Schreiben schriftlicher Arbeiten für die Zeit nach dem Studium?

1. überhaupt nichts
2. eher wenig
3. teils, teils
4. eher viel
5. sehr viel

Welche Note erhielten Sie zuletzt für eine schriftliche Arbeit (Hausarbeit) an der Uni Bern?

(z.B. Proseminar-, Seminar-, Bachelorarbeit)

(bitte wählen)

Ich habe noch keine Arbeit benoten zurückgehalten.
Welche Art(en) von schriftlichen Arbeiten haben Sie an der ETH Zürich bereits verfasst?
(mehrere Angaben möglich)

- [ ] Semesterarbeit
- [ ] Seminararbeit
- [ ] Bachelorarbeit
- [ ] Masterarbeit
- [ ] Anderes, und zwar: ____________________________

Wie schwer fällt es Ihnen, schriftliche Arbeiten für das Studium zu verfassen?

- [ ] überhaupt nicht schwer
- [ ] eher nicht schwer
- [ ] teils, teils
- [ ] eher schwer
- [ ] sehr schwer

Wie schätzen Sie Ihre Schreibfähigkeiten im Vergleich zu Ihren Mitstudierenden ein?

- [ ] klar unterdurchschnittlich
- [ ] eher unterdurchschnittlich
- [ ] durchschnittlich
- [ ] eher überdurchschnittlich
- [ ] klar überdurchschnittlich

Wie viel, denken Sie, bringt Ihnen das Schreiben schriftlicher Arbeiten für die Zeit nach dem Studium?

- [ ] überhaupt nichts
- [ ] eher wenig
- [ ] teils, teils
- [ ] eher viel
- [ ] sehr viel

Welche Note erhielten Sie zuletzt für eine schriftliche Arbeit (Hausarbeit) an der ETH Zürich?
(z.B. Semester-, Seminar-, Bachelorarbeit)

(bitte wählen): ____________________________
In Zusammenhang mit schriftlichen Arbeiten kommt das Thema "Plagiate" immer wieder mal zur Sprache.

Wissen Sie, was bei einer schriftlichen Arbeit als Plagiat gilt?
- nein
- ja, ich habe eine ungefähre Vorstellung davon
- ja, ich weiß genau, was als Plagiat gilt

Wie ausführlich wurden Sie im Studium schon zu Plagiaten informiert?
- gar nicht
- wenig
- teils, teils
- eher ausführlich
- sehr ausführlich

Kennen Sie das Merkblatt „Richtlinien der Universitätsleitung betreffend das Vorgehen bei Plagiaten“ der Uni Bern?
- nein
- ja, schon davon gehört
- ja, schon gelesen

Denken Sie, dass eingereichte Arbeiten systematisch nach Plagiaten überprüft werden?
- nein, bestimmt nicht
- nein, eher nicht
- ja, wahrscheinlich
- ja, bestimmt
In Zusammenhang mit schriftlichen Arbeiten kommt das Thema "Plagiate" immer wieder mal zur Sprache.

**Wissen Sie, was bei einer schriftlichen Arbeit als Plagiat gilt?**
- [ ] nein
- [ ] Ja, ich habe eine ungefähre Vorstellung davon
- [ ] Ja, ich weiss genau, was als Plagiat gilt

**Wie ausführlich wurden Sie im Studium schon zu Plagiaten informiert?**
- [ ] gar nicht
- [ ] wenig
- [ ] teils, teils
- [ ] eher ausführlich
- [ ] sehr ausführlich

**Kennen Sie das ‘Merkblatt Plagiate - “Zitier-Knigge”’ der ETH Zürich?**
- [ ] nein
- [ ] Ja, schon davon gehört
- [ ] Ja, schon gelesen

**Denken Sie, dass eingereichte Arbeiten systematisch nach Plagiaten überprüft werden?**
- [ ] nein, bestimmt nicht
- [ ] nein, eher nicht
- [ ] Ja, wahrscheinlich
- [ ] Ja, bestimmt
Page 10: Plagiarism II (University of Bern)

Wie viele Studierende der Uni Bern kennen Sie persönlich, von denen Sie mit Bestimmtheit wissen, dass sie ...
... bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernommen haben, ohne diese als Zitat zu kennzeichnen? (Anzahl)
... den Grossteil einer Arbeit durch eine andere Person haben schreiben lassen oder eine fremde Arbeit als ihre eigene ausgegeben haben? (Anzahl)

Was vermuten Sie, ist die wahrscheinlichste Folge, wenn entdeckt wird, dass jemand bei einer Bachelor- oder Masterarbeit an der Uni Bern bewusst ganze Textpassagen aus einem fremden Werk übernommen hat, ohne diese als Zitat zu kennzeichnen?
- Ermahnung durch DozentIn
- Überarbeiten der eingereichten Arbeit
- Notenabzug
- Nichtbestehen des Leistungsnachweises (Note 1)
- formaler Verweis mit Meldung an das Rektorat
- Ausschluss vom Studium/Exmatrikulation

Zurück Weiter

Page 10: Plagiarism II (ETH Zurich)

Wie viele Studierende der ETH Zürich kennen Sie persönlich, von denen Sie mit Bestimmtheit wissen, dass sie ...
... bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernommen haben, ohne diese als Zitat zu kennzeichnen? (Anzahl)
... den Grossteil einer Arbeit durch eine andere Person haben schreiben lassen oder eine fremde Arbeit als ihre eigene ausgegeben haben? (Anzahl)

Was vermuten Sie, ist die wahrscheinlichste Folge, wenn entdeckt wird, dass jemand bei einer Bachelor- oder Masterarbeit an der ETH Zürich bewusst ganze Textpassagen aus einem fremden Werk übernommen hat, ohne diese als Zitat zu kennzeichnen?
- Ermahnung durch DozentIn
- Überarbeiten der eingereichten Arbeit
- Notenabzug
- Nichtbestehen des Leistungsnachweises (Note 1)
- formaler Verweis mit Meldung an das Rektorat
- Ausschluss vom Studium/Exmatrikulation

Zurück Weiter
Auf den nächsten Seiten stellen wir Ihnen Fragen zu Ihrem Verhalten bei Prüfungen und schriftlichen Arbeiten. Die Antworten auf diese Fragen sind sehr wichtig für unsere Studie und wir bitten Sie, wahrheitsgemäss zu antworten.

Wir möchten Sie nochmals darauf hinweisen, dass die Befragung vollständig anonym erfolgt und die erhobenen Daten vertraulich behandelt werden. Der Persönlichkeitsschutz der Teilnehmenden ist jederzeit gewährleistet.


Auf der nächsten Seite zeigen wir Ihnen, wie diese Befragungsmethode funktioniert.
Auf den nächsten Seiten stellen wir Ihnen Fragen zu Ihrem Verhalten bei Prüfungen und schriftlichen Arbeiten.

Damit Ihr Persönlichkeitsschutz bedingungslos sichergestellt ist, verwenden wir eine spezielle Befragungsmethode, bei der Ihre Angaben auch für uns Forscher zu 100% geheim bleiben.

Dabei teilen Sie uns Ihre Antwort auf eine gestellte Frage nicht direkt mit, sondern vergleichen Ihre eigene Antwort mit einer Zufallsantwort und geben nur an, ob Ihre Antwort und die Zufallsantwort gleich oder unterschiedlich sind.

Da nur Sie die Zufallsantwort kennen, bleibt Ihre Antwort auf die gestellte Frage zu 100% geheim. Wir Forscher können aber dennoch für alle Teilnehmenden dieser Umfrage zusammen die Antworten korrekt statistisch auswerten.

Auf der nächsten Seite zeigen wir Ihnen, wie diese Befragungsmethode funktioniert.
Auf den nächsten Seiten stellen wir Ihnen Fragen zu Ihrem Verhalten bei Prüfungen und schriftlichen Arbeiten.

Damit Ihr Persönlichkeitsschutz bedingungslos sichergestellt ist, verwenden wir eine spezielle Befragungsmethode, bei der Ihre Angaben auch für uns Forscher zu 100% geheim bleiben.

Dazu präsentieren wir Ihnen im Folgenden immer 2 Fragen (A & B) gleichzeitig. Eine durch Sie bestimmte Zufallszahl entscheidet darüber, ob Sie jeweils Frage A oder Frage B beantworten.

Da nur Sie diese Zufallszahl kennen, ist für niemanden nachvollziehbar, auf welche Frage Sie geantwortet haben - wir Forscher können aber dennoch für alle Teilnehmenden dieser Umfrage zusammen die Antworten korrekt statistisch auswerten.

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Auf den nächsten Seiten stellen wir Ihnen Fragen zu Ihrem Verhalten bei Prüfungen und schriftlichen Arbeiten.

Damit Ihr Persönlichkeitsschutz bedingungslos sichergestellt ist, verwenden wir eine spezielle Befragungsmethode, bei der Ihre Angaben auch für uns Forscher zu 100% geheim bleiben.

Dabei teilen Sie uns Ihre Antwort auf eine gestellte Frage nicht direkt mit, sondern Sie beantworten jeweils zwei Fragen für sich alleine und geben anschliessend nur an, ob die beiden Antworten...

a) gleich sind (beide Ja oder beide Nein).

b) unterschiedlich sind (einmal Ja und einmal Nein).

Ihre Antwort auf eine einzelne Frage bleibt so auch für uns Forscher geheim - für alle Teilnehmenden dieser Umfrage zusammen können wir aber dennoch die Antworten korrekt statistisch auswerten.
Eine von Ihnen selbst gewählte Zahl entscheidet im Folgenden darüber, ob Sie eine gestellte Frage entweder beantworten oder ob Sie die Frage auslassen und gemäss einer Vorgabe direkt Ja oder direkt Nein ankreuzen müssen. Dadurch kann z.B. ein angekreuztes Ja auf zwei Wegen zustande kommen: Entweder durch Ihre Antwort auf die Frage, oder weil Sie gemäss Vorgabe direkt Ja ankreuzen mussten. Genau dies garantiert den absoluten Schutz Ihrer Angaben.

Wir zeigen Ihnen das Prinzip anhand einer Frage zum Schwarzfahren:

1. Merken Sie sich bitte eine zufällige Zahl von 1 bis 12.

2. Klicken Sie auf "Anweisung anzeigen" und es erscheint bei Ihrer Zahl eine von drei möglichen Anweisungen:

3. Befolgen Sie bitte genau diejenige Anweisung, die bei Ihrer gewählten Zahl angezeigt wird:

Haben Sie jemals wissentlich ein öffentliches Verkehrsmittel benutzt, ohne einen gültigen Fahrausweis zu besitzen?
Bitte rechts entsprechende Antwort ankreuzen →

Ja
Nein
Eine von Ihnen selbst gewählte Zahl entscheidet im Folgenden darüber, wie Ihre Zufallsantwort für den Vergleich mit Ihrer eigenen Antwort lautet.

Wir zeigen Ihnen das Prinzip anhand einer Frage zum Schwarzfahren:

1. Beantworten Sie bitte zuerst für sich folgende Frage:
   Haben Sie jemals wissentlich ein öffentliches Verkehrsmittel benutzt, ohne einen gültigen Fahrausweis zu besitzen?


3. Klicken Sie auf "Zufallsantwort anzeigen":

4. Vergleichen Sie Ihre eigene Antwort auf die Frage mit der Zufallsantwort bei Ihrer Zahl:
   Sind die Antworten gleich oder unterschiedlich?
   0 gleich (beide Ja oder beide Nein)
   1 unterschiedlich (einmal Ja und einmal Nein)
Im Folgenden lassen Sie ein Glücksrad drehen, dass zufällig entscheidet, ob Sie eine gestellte Frage entweder beantworten oder ob Sie die Frage auslassen und gemäss einer Vorgabe direkt Ja oder direkt Nein ankreuzen müssen.

Dadurch kann z.B. ein angekreuztes Ja auf zwei Wegen zustande kommen: Entweder durch Ihre Antwort auf die Frage, oder weil Sie gemäss Vorgabe direkt Ja ankreuzen mussten. Genau dies garantiert den absoluten Schutz Ihrer Angaben.

Wir zeigen Ihnen das Prinzip anhand einer Frage zum Schwarzfahren:

1. **Drehen Sie bitte das Glücksrad:**

   ![Glücksrad](image)

2. Befolgen Sie bitte genau diejenige Anweisung, bei der das Glücksrad zufällig gestoppt hat:

   - Frage beantworten
   - Direkt Ja ankreuzen
   - Direkt Nein ankreuzen

Haben Sie jemals wissentlich ein öffentliches Verkehrsmittel benutzt, ohne einen gültigen Fahrausweis zu besitzen?

Bitte rechts entsprechende Antwort ankreuzen →

Zurück Weiter
Page 12: Instructions/example (UQ “Benford”)

Bestimmen Sie zuerst eine Zufallszahl, die darüber entscheidet, ob Sie nachher entweder jeweils Frage A oder Frage B beantworten:

1. Vergegenwärtigen Sie sich dazu bitte eine befreundete Person, die nicht in Ihrem Haushalt lebt und deren Adresse und Hausnummer Sie kennen.
2. Bestimmen Sie die erste Ziffer der Hausnummer dieser Person (z.B. “3” bei Hausnummer 3, Hausnummer 37 oder Hausnummer 348).
3. Merken Sie sich diese Ziffer - es ist Ihre persönliche Zufallszahl für die folgenden Fragen.

Page 13: Additional explanations (FR “Pick a number”)

Was immer Sie auf der vorigen Seite angekreuzt haben:
Niemand weiss, ob Sie dabei auf die Frage zum Schwarzfahren geantwortet haben, oder ob Sie gemäss Anweisung direkt Ja oder direkt Nein ankreuzen mussten. Denn nur Sie kennen Ihre gewählte Zahl und die Anweisung für diese Zahl.

Auch wir Forscher wissen nicht, ob sich z.B. ein angekreuztes Ja tatsächlich auf die Frage bezieht oder nicht - aber für alle Teilnehmenden dieser Umfrage zusammen können wir dennoch die Antworten korrekt statistisch auswerten.

Mit der speziellen Befragungsmethode ist somit allen geholfen: Die Befragten geniessen absoluten Schutz - wir Forscher können aussagekräftige Daten zu sensiblen Themen erheben und für die wissenschaftliche Forschung nutzen.

Entscheidend ist dabei, dass Sie sich genau an die Angaben halten - also z.B. auch tatsächlich eine vorgegebene Antwort ankreuzen, wenn die Anweisung von Ihnen dies verlangt.

Auf der nächsten Seite geht es los mit der ersten Frage mit dieser speziellen Befragungsmethode.
Page 13: Additional explanations (CM “Pick a number”)

Was immer Sie auf der vorigen Seite angekreuzt haben:

Da nur Sie Ihre gewählte Zahl und die entsprechende Zufallsantwort kennen, weiss niemand, was Ihre eigene Antwort auf die Frage zum Schwarzfahren war.

Auch für uns Forscher bleibt dies geheim - aber für alle Teilnehmenden dieser Umfrage können wir dennoch die Antworten korrekt statistisch auswerten.

Mit der speziellen Befragungsmethode ist somit allen geholfen: Die Befragten geniessen absoluten Schutz - wir Forscher können aussagekräftige Daten zu sensiblen Themen erheben und für die wissenschaftliche Forschung nutzen.

Entscheidend ist dabei, dass Sie die Anweisungen exakt befolgen.

Auf der nächsten Seite geht es los mit der ersten Frage mit dieser speziellen Befragungsmethode.

Page 13: Additional explanations (FR “Random wheel”)

Was immer Sie auf der vorigen Seite angekreuzt haben:

Niemand weiss, ob Sie dabei auf die Frage zum Schwarzfahren geantwortet haben, oder ob Sie gemäss Anweisung direkt Ja oder direkt Nein ankreuzen mussten. Denn nur Sie wissen, bei welcher Anweisung das Glücksrad zufällig gestoppt hat.

Auch wir Forscher wissen nicht, ob sich z.B. ein angekreuztes Ja tatsächlich auf die Frage bezieht oder nicht - aber für alle Teilnehmenden dieser Umfrage können wir dennoch die Antworten korrekt statistisch auswerten.

Mit der speziellen Befragungsmethode ist somit allen geholfen: Die Befragten geniessen absoluten Schutz - wir Forscher können aussagekräftige Daten zu sensiblen Themen erheben und für die wissenschaftliche Forschung nutzen.

Entscheidend ist dabei, dass Sie sich genau an die Angaben halten - also z.B. auch tatsächlich eine vorgegebene Antwort ankreuzen, wenn die Anweisung von Ihnen dies verlangt.

Auf der nächsten Seite geht es los mit der ersten Frage mit dieser speziellen Befragungsmethode.
Haben Sie während Ihrem Studium jemals während einer Prüfung von Mitstudierenden abgeschrieben?

Ja  
Nein  

Zurück  Weiter

Frag 1

1. Merken Sie sich bitte wiederum eine zufällige Zahl von 1 bis 12.

2. Klicken Sie auf "Anweisung anzeigen":

3. Befolgen Sie bitte genau diejenige Anweisung, die bei Ihrer gewählten Zahl angezeigt wird:

Frage be-antworten  Direkt Ja ankreuzen  Direkt Nein ankreuzen

Haben Sie während Ihrem Studium jemals während einer Prüfung von Mitstudierenden abgeschrieben?

Ja  
Nein  

Bitte rechts entsprechende Antwort ankreuzen
Frage 1

1. Beantworten Sie bitte für sich folgende Frage:
   Haben Sie während Ihrem Studium jemals während einer Prüfung von Mitstudierenden abgeschrieben?

2. Merken Sie sich nun zur Bestimmung der Zufallsantwort wiederum eine zufällige Zahl von 1 bis 12.

   1  2  3  4  5  6  7  8  9  10  11  12

3. Klicken Sie auf "Zufallsantwort anzeigen":

4. Vergleichen Sie Ihre eigene Antwort auf die Frage mit der Zufallsantwort bei Ihrer Zahl:
   Sind die Antworten gleich oder unterschiedlich?
   ☐ gleich (beide Ja oder beide Nein)
   ☐ unterschiedlich (einmal Ja und einmal Nein)
Frage 1

1. Drehen Sie bitte das Glücksrad:

Glücksrad drehen

2. Befolgen Sie bitte genau diejenige Anweisung, bei der das Glücksrad zufällig gestoppt hat:

Frage beantworten
Direkt Ja ankreuzen
Direkt Nein ankreuzen

Haben Sie während Ihrem Studium jemals während einer Prüfung von Mitstudierenden abgeschrieben?
Ja
Nein

Bitte rechts entsprechende Antwort ankreuzen →

Zurück Weiter
Frage 1
Beantworten Sie nun bitte je nach Ihrer Zufallszahl Frage A oder Frage B:

Falls Ihre Zufallszahl eine 1, 2, 3, 4 oder 5 ist →
A  Haben Sie in Ihrer Zeit an der Uni Bern jemals während einer Prüfung von Mitstudierenden abgeschrieben?

Falls Ihre Zufallszahl eine 6, 7, 8, oder 9 ist →
B  Hat Ihre Mutter in den Monaten Januar bis Juni Geburtstag?
   (Falls Sie dies nicht wissen, nehmen Sie einfach eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Ja  Nein

Zurück Weiter

Fragepaar 1

Frage A: Hat Ihre Mutter in den Monaten Januar oder Februar Geburtstag?
   (Falls Sie dies nicht wissen, nehmen Sie eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Frage B: Haben Sie während Ihrem Studium jemals während einer Prüfung von Mitstudierenden abgeschrieben?

Vergleichen Sie Ihre Antworten auf die Fragen: Sind die beiden Antworten gleich oder unterschiedlich?
   ○ gleich (beide Ja oder beide Nein)
   ○ unterschiedlich (einem Ja und einmal Nein)
Page 15: Additional explanations (UQ “Benford”)

Was immer Sie auf der vorigen Seite angekreuzt haben:

Ihre Antwort auf die Frage zum Abschreiben bleibt für uns Forscher geheim, da wir Ihre persönliche Zufallszahl nicht kennen und deshalb nicht wissen, ob Sie Frage A oder Frage B beantwortet haben.

Ein angekreuztes Ja z.B. kann aufgrund Ihrer Antwort auf die Frage zum Abschreiben oder aufgrund des Geburtsdatums Ihrer Mutter zustande kommen.

Für alle Teilnehmenden dieser Umfrage zusammen können wir aber dennoch die Antworten korrekt statistisch auswerten.

Mit der speziellen Befragungsmethode ist somit allen geholfen: Die Befragten geniessen absoluten Schutz - wir Forscher können aussagekräftige Daten zu sensiblen Themen erheben und für die wissenschaftliche Forschung nutzen.

Dabei ist es entscheidend, dass Sie die Anweisungen exakt befolgen. Auf der nächsten Seite geht es weiter mit der zweiten Frage mit dieser speziellen Befragungsmethode.

Page 15: Additional explanations (CM “Unrelated question”)

Was immer Sie auf der vorigen Seite angekreuzt haben:

Da wir Ihre Antwort auf Frage A nicht kennen, bleibt auch Ihre Antwort auf Frage B zum Abschreiben für uns Forscher geheim - aber für alle Teilnehmenden dieser Umfrage zusammen können wir dennoch die Antworten korrekt statistisch auswerten.

Mit der speziellen Befragungsmethode ist somit allen geholfen: Die Befragten geniessen absoluten Schutz - wir Forscher können aussagekräftige Daten zu sensiblen Themen erheben und für die wissenschaftliche Forschung nutzen.

Dabei ist es entscheidend, dass Sie die Anweisungen exakt befolgen. Auf der nächsten Seite geht es weiter mit der zweiten Frage mit dieser speziellen Befragungsmethode.
Haben Sie während Ihrem Studium jemals unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) bei einer Prüfung verwendet?

Ja
Nein

Zurück Weiter

Frage 2

1. Merken Sie sich bitte wiederum eine zufällige Zahl von 1 bis 12.
   Die Anweisungen für die verschiedenen Zahlen sind neu verteilt.

2. Klicken Sie auf "Anweisung anzeigen":

3. Befolgen Sie bitte genau diejenige Anweisung, die bei Ihrer gewählten Zahl angezeigt wird:

   Frage beantworten
   Direkt Ja ankreuzen
   Direkt Nein ankreuzen

   Haben Sie während Ihrem Studium jemals unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) an einer Prüfung verwendet?

   Ja
   Nein

   Bitte rechts entsprechende Antwort ankreuzen →
Frage 2

1. Beantworten Sie bitte für sich folgende Frage:
   Haben Sie während Ihrem Studium jemals unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) an einer Prüfung verwendet?

2. Merken Sie sich wiederum eine zufällige Zahl von 1 bis 12.
   Die Zufallsantworten für die verschiedenen Zahlen sind neu verteilt.

3. Klicken Sie auf "Zufallsantwort anzeigen":

4. Vergleichen Sie Ihre eigene Antwort auf die Frage mit der Zufallsantwort bei Ihrer Zahl:
   Sind die Antworten gleich oder unterschiedlich?
   ○ gleich (beide Ja oder beide Nein)
   ○ unterschiedlich (einmal Ja und einmal Nein)
Frage 2

1. Drehen Sie bitte erneut das Glücksrad:

2. Befolgen Sie bitte genau diejenige Anweisung, bei der das Glücksrad zufällig gestoppt hat:

Haben Sie während Ihrem Studium jemals unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) an einer Prüfung verwendet?

Bitte rechts entsprechende Antwort ankreuzen →
**Frage 2**

Beantworten Sie bitte wiederum je nach Ihrer Zufallszahl Frage A oder Frage B:

**Falls Ihre Zufallszahl eine 1, 2, 3, 4 oder 5 ist →**

A Haben Sie in Ihrer Zeit an der Uni Bern jemals unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) an einer Prüfung verwendet?

**Falls Ihre Zufallszahl eine 6, 7, 8, oder 9 ist →**

B Hat Ihre Mutter in einem geraden Monat Geburtstag? (Feb., Apr., Jun., Aug., Okt., Dez.)

(Falls Sie dies nicht wissen, nehmen Sie einfach eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Ja  
Nein

Zurück  Weiter

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**Fragepaar 2**

**Frage A:** Hat Ihre Mutter vom 1. bis und mit 6. des Monats Geburtstag?

(Falls Sie dies nicht wissen, nehmen Sie eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

**Frage B:** Haben Sie in Ihrer Zeit an der Uni Bern jemals unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) an einer Prüfung verwendet?

Vergleichen Sie Ihre Antworten auf die Fragen: Sind die beiden Antworten gleich oder unterschiedlich?

- gleich (beide Ja oder beide Nein)
- unterschiedlich (einen Ja und einmal Nein)

Zurück  Weiter
Page 17: Taking drugs to enhance performance in exam (DQ)

Haben Sie während Ihrem Studium jemals rezeptpflichtige Substanzen/Medikamente eingenommen, um Ihre Leistung an Prüfungen zu steigern?

Ja
Nein

Page 17: Taking drugs to enhance performance in exam (FR “Pick a number”)

Frage 3
1. Merken Sie sich bitte wiederum eine zufällige Zahl von 1 bis 12.
   Die Anweisungen für die verschiedenen Zahlen sind neu verteilt.

2. Klicken Sie auf "Anweisung anzeigen":

3. Befolgen Sie bitte genau diejenige Anweisung, die bei Ihrer gewählten Zahl angezeigt wird:

Frage beantworten
Direkt Ja ankreuzen
Direkt Nein ankreuzen

Haben Sie während Ihrem Studium jemals rezeptpflichtige Substanzen/Medikamente eingenommen, um Ihre Leistung an Prüfungen zu steigern?

Ja
Nein

Bitte rechts entsprechende Antwort ankreuzen →
Frage 3

1. Beantworten Sie bitte für sich folgende Frage:
   Haben Sie während Ihrem Studium jemals rezeptpflichtige Substanzen/Medikamente eingenommen, um Ihre Leistung an Prüfungen zu steigern?


3. Klicken Sie auf "Zufallsantwort anzeigen":

4. Vergleichen Sie Ihre eigene Antwort auf die Frage mit der Zufallsantwort bei Ihrer Zahl:
   Sind die Antworten gleich oder unterschiedlich?
   ○ gleich (beide Ja oder beide Nein)
   ○ unterschiedlich (einem Ja und einmal Nein)
Frage 3
1. Drehen Sie bitte erneut das Glücksrad:

2. Befolgen Sie bitte genau diejenige Anweisung, bei der das Glücksrad zufällig gestoppt hat:

Haben Sie während Ihrem Studium jemals rezeptpflichtige Substanzen/Medikamente eingenommen, um Ihre Leistung an Prüfungen zu steigern?

Bitte rechts entsprechende Antwort ankreuzen →

Zurück Weiter
Frage 3
Beantworten Sie bitte wiederum je nach Ihrer Zufallszahl Frage A oder Frage B:

Falls Ihre Zufallszahl eine 1, 2, 3, 4 oder 5 ist →
A Haben Sie in Ihrer Zeit an der Uni Bern jemals rezeptpflichtige Substanzen/Medikamente eingenommen, um Ihre Leistung an Prüfungen zu steigern?

Falls Ihre Zufallszahl eine 6, 7, 8, oder 9 ist →
B Hat Ihre Mutter in der ersten Monatshälfte Geburtstag? (1. bis und mit 15. des Monats)
(Falls Sie dies nicht wissen, nehmen Sie einfach eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Ja
Nein

Zurück Weiter

Fragepaar 3
Frage A: Hat Ihr Vater in den Monaten Januar oder Februar Geburtstag?
(Falls Sie dies nicht wissen, nehmen Sie eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Frage B: Haben Sie in Ihrer Zeit an der Uni Bern jemals rezeptpflichtige Substanzen/Medikamente eingenommen, um Ihre Leistung an Prüfungen zu steigern?

Vergleichen Sie Ihre Antworten auf die Fragen: Sind die beiden Antworten gleich oder unterschiedlich?
○ gleich (beide Ja oder beide Nein)
○ unterschiedlich (einsmal Ja und einmal Nein)
Haben Sie während Ihrem Studium jemals bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernommen, ohne diese als Zitat zu kennzeichnen?

Ja

Nein

Zurück Weiter

Frage 4

1. Merken Sie sich bitte wiederum eine zufällige Zahl von 1 bis 12.
   Die Anweisungen für die verschiedenen Zahlen sind neu verteilt.

2. Klicken Sie auf "Anweisung anzeigen":

3. Befolgen Sie bitte genau diejenige Anweisung, die bei Ihrer gewählten Zahl angezeigt wird:

Haben Sie während Ihrem Studium jemals bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernommen, ohne diese als Zitat zu kennzeichnen?

Ja

Nein

Bitte rechts entsprechende Antwort ankreuzen
Frage 4

1. Beantworten Sie bitte für sich folgende Frage:
   Haben Sie während Ihrem Studium jemals bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernommen, ohne diese als Zitat zu kennzeichnen?

2. Merken Sie sich wiederum eine zufällige Zahl von 1 bis 12.
   Die Zufallsantworten für die verschiedenen Zahlen sind neu verteilt.

3. Klicken Sie auf "Zufallsantwort anzeigen":

4. Vergleichen Sie Ihre eigene Antwort auf die Frage mit der Zufallsantwort bei Ihrer Zahl:
   Sind die Antworten gleich oder unterschiedlich?
   - gleich (beide Ja oder beide Nein)
   - unterschiedlich (einmal Ja und einmal Nein)
**Frage 4**

1. Drehen Sie bitte erneut das Glücksrad:

![Glücksrad drehen](image)

2. Befolgen Sie bitte genau diejenige Anweisung, bei der das Glücksrad zufällig gestoppt hat:

- Frage beantworten
- Direkt Ja ankreuzen
- Direkt Nein ankreuzen

Haben Sie während Ihrem Studium jemals bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernommen, ohne diese als Zitat zu kennzeichnen?

Bitte rechts entsprechende Antwort ankreuzen →

![Zurück Weiter](image)
Frage 4
Beantworten Sie bitte wiederum je nach Ihrer Zufallszahl Frage A oder Frage B:

Falls Ihre Zufallszahl eine 1, 2, 3, 4 oder 5 ist →
A Haben Sie in Ihrer Zeit an der Uni Bern jemals bei einer eingereichten Arbeit bewusst eine Textpassage aus einem fremden Werk übernommen, ohne diese als Zitat zu kennzeichnen?

Falls Ihre Zufallszahl eine 6, 7, 8, oder 9 ist →
B Hat Ihre Mutter an einem geraden Tag Geburtstag? (2., 4., 6., etc. des Monats)
(Falls Sie dies nicht wissen, nehmen Sie einfach eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Ja
Nein

Zurück Weiter

Fragepaar 4
Frage A: Hat Ihr Vater vom 1. bis und mit 6. des Monats Geburtstag?
(Falls Sie dies nicht wissen, nehmen Sie eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Frage B: Haben Sie in Ihrer Zeit an der Uni Bern jemals bei einer eingereichten Arbeit bewusst eine Textpassage aus einem fremden Werk übernommen, ohne diese als Zitat zu kennzeichnen?

Vergleichen Sie Ihre Antworten auf die Fragen: Sind die beiden Antworten gleich oder unterschiedlich?

gleich (beide Ja oder beide Nein)
unterschiedlich (einsmal Ja und einmal Nein)
Haben Sie während Ihrem Studium jemals einen Grossteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als Ihre eigene ausgegeben?

Ja
Nein

Frage 5

1. Merken Sie sich bitte wiederum eine zufällige Zahl von 1 bis 12.
   Die Anweisungen für die verschiedenen Zahlen sind neu verteilt.

2. Klicken Sie auf "Anweisung anzeigen":

3. Befolgen Sie bitte genau diejenige Anweisung, die bei Ihrer gewählten Zahl angezeigt wird:

   Fragen beantworten
   Direkt Ja ankreuzen
   Direkt Nein ankreuzen

Haben Sie während Ihrem Studium jemals einen Grossteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als Ihre eigene ausgegeben?

Bitte rechts entsprechende Antwort ankreuzen →

Zurück   Weiter
Frage 5

1. Beantworten Sie bitte für sich folgende Frage:
   Haben Sie während Ihrem Studium jemals einen Großteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als Ihre eigene ausgegeben?

2. Merken Sie sich wiederum eine zufällige Zahl von 1 bis 12.
   Die Zufallsantworten für die verschiedenen Zahlen sind neu verteilt.

3. Klicken Sie auf "Zufallsantwort anzeigen":

4. Vergleichen Sie Ihre eigene Antwort auf die Frage mit der Zufallsantwort bei Ihrer Zahl:
   Sind die Antworten gleich oder unterschiedlich?
   - gleich (beide Ja oder beide Nein)
   - unterschiedlich (einem Ja und einmal Nein)
Frage 5
1. Drehen Sie bitte erneut das Glücksrad:

Glücksrad drehen

2. Befolgen Sie bitte genau diejenige Anweisung, bei der das Glücksrad zufällig gestoppt hat:

Frage be-
antworten
Ja
Frage
Direkt Ja
ankreuzen

Nein
Frage
Direkt Nein
ankreuzen

Ja

Nein

Haben Sie während Ihrem Studium jemals einen Grossteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als Ihre eigene ausgegeben?

Bitte rechts entsprechende Antwort ankreuzen →
Frage 5

Beantworten Sie bitte wiederum je nach Ihrer Zufallszahl Frage A oder Frage B:

Falls Ihre Zufallszahl eine 1, 2, 3, 4 oder 5 ist →
A Haben Sie in Ihrer Zeit an der Uni Bern jemals einen Grossteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als Ihre eigene ausgegeben?

Falls Ihre Zufallszahl eine 6, 7, 8, oder 9 ist →
B Ist der Jahrgang Ihrer Mutter eine gerade Zahl? (Die 0 zählt dabei als gerade Zahl.)
(Falls Sie dies nicht wissen, nehmen Sie einfach eine andere Ihnen bekannte Person, deren Geburtstag Sie kennen.)

Ja
No

Zurück Weiter

Fragepaar 5

Frage A: Bitte denken Sie an die Telefon-Nummer Ihrer Eltern: (oder einer anderen Person, die Sie kennen)
Lautet die letzte Ziffer dieser Nummer 1 oder 2?

Frage B: Haben Sie in Ihrer Zeit an der Uni Bern jemals einen Grossteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als Ihre eigene ausgegeben?

Vergleichen Sie Ihre Antworten auf die Fragen: Sind die beiden Antworten gleich oder unterschiedlich?

gleich (beide Ja oder beide Nein)
unterschiedlich (einen Ja und einmal Nein)

Zurück Weiter
Im Folgenden interessieren uns Ihre Vermutungen zur Verbreitung verschiedener Verhaltensweisen:

Stellen Sie sich dazu bitte 100 Studierende Ihres Studiengangs vor:
Wie viele von den 100 Studierenden haben Ihrer Meinung nach jemals ...

... während einer Prüfung von Mitstudierenden abgeschrieben? von 100
... unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) bei einer Prüfung verwendet? von 100
... rezeptpflichtige Substanzen/Medikamente eingenommen, um Ihre Leistung an Prüfungen zu steigern? von 100
... bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernommen, ohne diese als Zitat zu kennzeichnen? von 100
... einen Grossteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als ihre eigene ausgegeben? von 100

Nun zu Ihrer Bewertung dieser Verhaltensweisen:
Wie schlimm finden Sie es, wenn eine Studentin/ein Student ...

... während einer Prüfung von Mitstudierenden abschreibt?        gar nicht schlimm  eher nicht schlimm  teils, teils  eher schlimm  sehr schlimm
... unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) bei einer Prüfung verwendet?        0 0 0 0 0
... rezeptpflichtige Substanzen/Medikamente eingenommen, um die Leistung an Prüfungen zu steigern?        0 0 0 0 0
... bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernimmt, ohne diese als Zitat zu kennzeichnen?        0 0 0 0 0
... einen Grossteil einer Arbeit durch eine andere Person schreiben lässt oder eine fremde Arbeit als die eigene ausgibt?        0 0 0 0 0
Page 22: General norm

Und zur Bewertung durch die anderen Studierenden:

Wie schlimm findet es Ihrer Einschätzung nach die Mehrzahl der Studierenden, wenn eine Studentin/ein Student ...

... während einer Prüfung von Mitstudierenden abschreibt?

... unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) bei einer Prüfung verwendet?

... rezeptpflichtige Substanzen/Medikamente einnimmt, um die Leistung an Prüfungen zu steigern?

... bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernimmt, ohne diese als Zitat zu kennzeichnen?

... einen Grossteil einer Arbeit durch eine andere Person schreiben lässt oder eine fremde Arbeit als die eigene ausgibt?

Page 23: Perceived risk

Wie hoch schätzen Sie den Anteil derjenigen, die beim Schummeln erwischt werden:

Von denen, die ...

... während einer Prüfung von Mitstudierenden abschreiben?

... unerlaubterweise einen Spickzettel (auch Handy-, Taschenrechner-Notizen und Ähnliches) bei einer Prüfung verwenden?

... bei einer eingereichten Arbeit bewusst eine ganze Textpassage aus einem fremden Werk übernimmt, ohne diese als Zitat zu kennzeichnen?

... einen Grossteil einer Arbeit durch eine andere Person schreiben lassen oder eine fremde Arbeit als ihre eigene ausgeben?
### Page 24: Marlowe-Crowne scale

**Wie schätzen Sie sich selber ein:**

*Treffen die folgenden Aussagen auf Sie zu oder nicht?*

<table>
<thead>
<tr>
<th>Aussage</th>
<th>trifft zu</th>
<th>trifft nicht zu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manchmal bin ich beleidigt, wenn es nicht nach meinem Willen geht.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ich bin stets ein guter Zuhörer, gleichgültig, wer mein Gesprächspartner ist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bei Gelegenheit habe ich schon einmal jemanden ausgenutzt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wenn ich einen Fehler gemacht habe, bin ich stets bereit, das zuzugeben.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ich halte mich immer selber an Grundsätze, deren Befolgung ich von anderen erwarte.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ich bin stets höflich, selbst zu Leuten, die ich abstossend finde.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchmal bin ich ärgerlich auf Leute, die mich um einen Gefallen bitten.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Page 25: Trust in confidentiality

**Zum Abschluss interessiert uns noch Ihre Einschätzung dieser Umfrage:**

*Bitte ganz ehrlich: Wie stark vertrauen Sie unseren Massnahmen zur Anonymität und zum Persönlichkeitsschutz der Teilnehmenden bei dieser Umfrage?*

<table>
<thead>
<tr>
<th>Gar nicht</th>
<th>Eher nicht</th>
<th>Teils, teils</th>
<th>Eher stark</th>
<th>Sehr stark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Für wie wahrscheinlich halten Sie es, dass aufgrund dieser Umfrage nachvollzogen werden kann, ob eine bestimmte Teilnehmerin/ein Teilnehmer dieser Umfrage eines der erfragten heiklen Verhalten (Abschreiben, Spickzettel, Plagiate etc.) begangen hat?*

<table>
<thead>
<tr>
<th>Unmöglich</th>
<th>Sehr un-wahrscheinlich</th>
<th>Eher un-wahrscheinlich</th>
<th>Eher wahrscheinlich</th>
<th>Sehr wahrscheinlich</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Um Ihren Persönlichkeitsschutz bedingungslos sicherzustellen, haben wir bei einzelnen heiklen Fragen eine spezielle Befragungsmethode benutzt:

**Wie umständlich war für Sie das Befolgen dieser speziellen Befragungsmethode?**

- sehr umständlich
- eher umständlich
- teils, teils
- eher nicht umständlich
- überhaupt nicht umständlich

**Denken Sie, dass Sie die spezielle Befragungsmethode jeweils korrekt befolgt haben?**

- bestimmt nicht
- eher nicht
- teils, teils
- eher ja
- ja, ganz bestimmt

**Was ist Ihre persönliche Einschätzung: Schützt die verwendete spezielle Befragungsmethode Ihre Antworten auf die heiklen Fragen zu 100%?**

- bestimmt nicht
- eher nicht
- teils, teils
- eher ja
- ja, ganz bestimmt

**Für wie sinnvoll halten Sie den Einsatz dieser Befragungsmethode, um die Antworten der UmfrageteilnehmerInnen auf heikle Fragen zu schützen?**

- gar nicht sinnvoll
- eher wenig sinnvoll
- teils, teils
- eher sinnvoll
- sehr sinnvoll

**Können Sie nachvollziehen, weshalb die verwendete spezielle Befragungsmethode Ihre Antworten zu 100% schützt?**

- nein, überhaupt nicht
- eher nicht
- teils, teils
- eher ja
- ja, ganz bestimmt

---

**Page 27: Respondents’ comments (DQ)**

**Welche weiteren Bemerkungen und Ergänzungen zu dieser Befragung haben Sie?**

Ihre Eindrücke und Hinweise sind sehr wichtig und helfen uns, Befragungen besser zu gestalten.

---

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Welche weiteren Bemerkungen und Ergänzungen zur verwendeten speziellen Befragungsmethode und zu
dieser Befragung generell haben Sie?
Ihre Eindrücke und Hinweise sind sehr wichtig und helfen uns, Befragungen besser zu gestalten.

Herzlichen Dank, dass Sie an unserer Studie teilgenommen haben!
Für die Verlosung des Apple iPad (oder des entsprechenden Barbetrags) wird nach Abschluss der Befragung ein
anonymer Zugangscode (die Nummer in Ihrem Link auf die Umfrage) unter allen teilnehmenden Studierenden
ausgewählt und der ZIB (Abteilung Zulassung, Immatrikulation und Beratung der Universität Bern), welche die Mails
versandt hat, mitgeteilt. Diese werden dann die entsprechende Gewinnerin oder den Gewinner benachrichtigen.
Da der Mailversand durch die ZIB erfolgte und nur diese wissen, wer welchen Zugangscode erhalten hat, ist die
Anonymität der Befragung jederzeit gewährleistet.

Freundliche Grüsse
Prof. Dr. Ben Jann

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jann@soz.unibe.ch
http://www.soz.unibe.ch
Herzlichen Dank, dass Sie an unserer Studie teilgenommen haben!

Für die Verlosung des Apple iPad (oder des entsprechenden Barbetrags) wird nach Abschluss der Befragung ein Zugangscode (die Nummer in Ihrem Link auf die Umfrage) unter allen teilnehmenden Studierenden ausgewählt und die entsprechende Gewinnerin oder der Gewinner benachrichtigt.

Da Mailversand und erhobene Daten jederzeit strikt getrennt bleiben, ist die Anonymität der Befragung jederzeit gewährleistet.

Freundliche Grüsse
Andreas Diekmann
Marc Höglinger

ETH Zürich, Professur f. Soziologie A. Diekmann
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Clausiusstrasse 50
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Tel. 044 632 55 58
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marc.hoeglinger@soz.gess.ethz.ch
www.socio.ethz.ch
**A.2 Invitation and reminder emails**

**Invitation email at the University of Bern (HTML format)**

```
<From: IMD-ZIB-Info [info@imd.unibe.ch]>
<Subject: Püfungen und schriftliche Arbeiten an der Uni Bern>

Sehr geehrte Studentin, sehr geehrter Student

Prüfungen und schriftliche Arbeiten sind ein zentraler Bestandteil jedes Studiums. Das Institut für Soziologie der Universität Bern möchte in Kooperation mit dem Lehrstuhl für Soziologie der ETH Zürich mit einer Befragung untersuchen, wie Studierende damit umgehen und mit welchen Schwierigkeiten sie dabei konfrontiert sind.

Ihre Erfahrungen sind sehr wichtig für die Aussagekraft unserer Studie und wir wären Ihnen sehr dankbar, wenn Sie sich 10 bis 15 Minuten Zeit nehmen, um unsere Fragen zu beantworten.

Als kleine Wertschätzung für Ihre Teilnahme verlosen wir ein Apple iPad 2 im Wert von 700 Fr. (oder 700 Fr. in bar) unter den teilnehmenden Studierenden.

Klicken Sie auf den folgenden Link, um zur Befragung zu gelangen:

http://www.unipark.de/uc/unibea/?code=74318a5c51d64446

Wir möchten Sie darauf hinweisen, dass es sich um eine wissenschaftliche Erhebung handelt und die Daten anonymisiert erhoben und streng vertraulich behandelt werden.

Für Rückfragen stehe ich gerne telefonisch oder per E-Mail zur Verfügung.

Freundliche Grüsse
Prof. Dr. Ben Jann

---

Universität Bern
Institut für Soziologie

Prof. Dr. Ben Jann
Lerchenweg 36
CH-3000 Bern 9
Tel. +41 (0)31 631 48 31
jann@soz.unibe.ch
https://www.soz.unibe.ch


```
Sehr geehrte Studentin, sehr geehrter Student

Prüfungen und schriftliche Arbeiten sind ein zentraler Bestandteil jedes Studiums. Die Professur für Soziologie der ETH Zürich möchte mit einer Befragung untersuchen, wie Studierende damit umgehen und mit welchen Schwierigkeiten sie dabei konfrontiert sind.

Ihre Erfahrungen sind sehr wichtig für die Aussagekraft unserer Studie und wir wären Ihnen sehr dankbar, wenn Sie sich 10 bis 15 Minuten Zeit nehmen, um unsere Fragen zu beantworten.

Als kleine Wertschätzung für Ihre Teilnahme verlosen wir ein Apple iPad 2 im Wert von 700 Fr. (oder 700 Fr. in bar) unter den teilnehmenden Studierenden.

Klicken Sie auf den folgenden Link, um zur Befragung zu gelangen:

https://www.unipark.de/uc/ethb/?code=68237715ee00415c

Wir möchten Sie darauf hinweisen, dass es sich um eine wissenschaftliche Erhebung handelt und die Daten anonymisiert und streng vertraulich behandelt werden.

Für Ihre Rückfragen stehen wir gerne zur Verfügung.

Freundliche Grüße

Andreas Diekmann
Marc Höglinger

---------
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Professur f. Soziologie A. Diekmann
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8092 Zürich

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diekmann@soz.gess.ethz.ch
marc.hoeglinger@soz.gess.ethz.ch
www.socio.ethz.ch
Sehr geehrte Studentin, sehr geehrter Student

Vor 3 Wochen haben wir Sie eingeladen, an einer kurzen Befragung der ETH-Professur für Soziologie zu "Prüfungen und schriftlichen Arbeiten im Studium" teilzunehmen. Den zahlreichen TeilnehmerInnen und Teilnehmern an unserer Studie danken wir an dieser Stelle herzlich. Alle, die noch nicht teilgenommen haben, möchten wir hiermit nochmals kurz erinnern.

Bis in 2 Wochen können Sie noch an der Befragung teilnehmen und damit auch an der Verlosung eines Apple iPad 2 im Wert von 700 Fr. (oder 700 Fr. in bar), das wir als kleine Wertschätzung für Ihre Teilnahme unter den teilnehmenden Studierenden verlosen.

Ihre Erfahrungen sind wichtig für die Aussagekraft unserer Studie und wir wären Ihnen sehr dankbar, wenn Sie sich 10 bis 15 Minuten Zeit nehmen, um unsere Fragen zu beantworten.

Klicken Sie auf den folgenden Link, um zur Befragung zu gelangen:

https://www.unipark.de/uc/ethb/?code=603be02d5c5bf851

Wir möchten Sie darauf hinweisen, dass es sich um eine wissenschaftliche Erhebung handelt und die Daten anonymisiert und streng vertraulich behandelt werden.

Für Ihre Rückfragen stehen wir gerne zur Verfügung.

Freundliche Grüße

Andreas Diekmann
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### A.3 Interview guide for cognitive pretests

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A.4 Java code

The random wheel was implemented using the following JavaScript (based on code by Charlie Key from http://tech.pro/tutorial/1008/creating-a-roulette-wheel-using-html5-canvas):

```
<!-- For IE excanvas.js is used. -->  
<!--[if IE]><script type="text/javascript" src="images/excanvas.js"></script><![endif]-->
<center></center>
<script type="text/javascript">/

var colors = ["#B8D430", 
"#3AB745", 
"#029990", 
"#3501CB", 
"#2E2C75", 
"#673A7E", 
"#CC0071", 
"#F80120", 
"#F35B20", 
"#FB9A00", 
"#FFCC00", 
"#FEF200"];

// Define instructions on wheel
var restaurants = ["Ja", 
"Frage", 
"Frage", 
"Nein", 
"Frage", 
"Frage", 
"Ja", 
"Frage", 
"Frage", 
"Nein", 
"Frage", 
"Frage",

// Define corresponding instructions on wheel center
var restaurants2 = ["Direkt Ja ankreuzen", 
"Frage beantworten", 
"Frage beantworten", 
"Direkt Nein ankreuzen", 
"Frage beantworten", 
"Frage beantworten", 
"Direkt Ja ankreuzen", 
"Frage beantworten", 
"Frage beantworten", 
"Direkt Nein ankreuzen", 
"Frage antworten", 
"Frage beantworten"];

var startAngle = 0;
var arc = Math.PI / 6;
var spinTimeout = null;
var spinAngleStart = 0;
var spinTime = 0;
var spinTimeTotal = 0;
var spinNR = 0;
var MaxspinNR = 1;  // set maximum number of wheel spins
var precision = 0;
var ctx;

window.onload = function() {
  setTimeout('draw()', 300);  // spin timeout
}

function draw() {
  drawRouletteWheel();
}

function drawRouletteWheel() {
  var canvas = document.getElementById("wheelcanvas");
  if (canvas.getContext) {
    var outsideRadius = 160;
    var textRadius = 130;
    var insideRadius = 110;
    ctx = canvas.getContext("2d");
    ctx.clearRect(0, 0, 330, 330);
    ctx.strokeStyle = "black";
    ctx.lineWidth = 2;
    ctx.font = 'bold 18px sans-serif';
    for (var i = 0; i < 12; i++) {
      var angle = startAngle + i * arc;
      ctx.fillStyle = colors[i];
      ctx.beginPath();
      ctx.arc(zentrum, zentrum, outsideRadius, angle, angle + arc, false);
      ctx.arc(zentrum, zentrum, insideRadius, angle + arc, angle, true);
      ctx.stroke();
      ctx.fill();
      ctx.save();
      ctx.shadowOffsetX = -.5;
      ctx.shadowOffsetY = -.5;
      ctx.shadowBlur = 0;
      ctx.shadowColor = "rgb(220,220,220)";
      ctx.fillStyle = "black";
      ctx.textAlign = "center";
      ctx.fillText(restaurants[i], 
        zentrum - ctx.measureText(restaurants[i]).width / 2, 0);
      ctx.restore();
    }
    // Arrow
    ctx.fillStyle = "black";
    ctx.beginPath();
    ctx.moveTo(zentrum - 4, zentrum - (outsideRadius + 5));
    ctx.lineTo(zentrum + 4, zentrum - (outsideRadius + 5));
    ctx.lineTo(zentrum + 4, zentrum - (outsideRadius - 5));
    ctx.lineTo(zentrum + 9, zentrum - (outsideRadius - 5));
    ctx.lineTo(zentrum + 0, zentrum - (outsideRadius - 13));
    ctx.lineTo(zentrum - 9, zentrum - (outsideRadius - 5));
    ctx.lineTo(zentrum - 4, zentrum - (outsideRadius - 5));
    ctx.lineTo(zentrum - 4, zentrum - (outsideRadius + 5));
    ctx.fill();
  }
}

function spin() {
  // Restrict number of wheel spins to 1
  if (spinNR >= MaxspinNR) {
    return;
  }
  spinNR += 1;
  // Set wheel velocity
  spinAngleStart = (1 + Math.random()) * 10.9638;  // Eine Umdrehung bei 10.9638/9 und spinTimeTotal==4000
  // produces random outcome
  spinTime = 0;
  spinTimeTotal = 4000;  // set total spin duration (4000ms)
  rotateWheel();
}

function rotateWheel() {
  spinTime += 30;
  if (spinTime >= spinTimeTotal) {
    stopRotateWheel();
    return;
  }
  var spinAngle = spinAngleStart - easeOut(spinTime, 0, spinAngleStart, spinTimeTotal);
  startAngle += (spinAngle * Math.PI / 180);
  drawRouletteWheel();
  spinTimeout = setTimeout('rotateWheel()', 30);
}

function stopRotateWheel() {
  clearTimeout(spinTimeout);
  var degrees = startAngle * 180 / Math.PI + 90;
  var arcd = arc * 180 / Math.PI;
  var index = Math.floor((360 - degrees % 360) / arcd);
  ctx.save();
  ctx.font = 'bold 20px sans-serif';
  var text = restaurants2[index];
  ctx.fillText(text, zentrum - ctx.measureText(text).width / 2, zentrum + 10);
  ctx.restore();
}

function easeOut(t, b, c, d) {
  var ts = (t /= d) * t;
  var tc = ts * t;
  return b + c * (tc + -3 * ts + 3 * t);
}
</script>
```
The pick-a-number fields were implemented using the following JavaScript:

```javascript
// Define instructions
var img = new Array();
img[0] = '<br><br><br><div style="color:black; font-size:10px;">Direkt Nein ankreuzen</div></b>
img[1] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[2] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[3] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[4] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[5] = '<br><br><br><div style="color:black; font-size:10px;">Direkt Nein ankreuzen</div></b>
img[6] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[7] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[8] = '<br><br><br><div style="color:black; font-size:10px;">Direkt Ja ankreuzen</div></b>
img[9] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[10] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
img[11] = '<br><br><br><div style="color:black; font-size:10px;">Direkt Nein ankreuzen</div></b>
// Counter f¸r Random-Anordnung mit Trigger-Variable
var Imnr = 0;
for (i = 0; i < number_of_cell; i++) { // Instruction in field i is defined by random number
    if (imgnr < 11) {
        imgnr = imgnr + 1;
        if (imgnr < 11) {
            img[imgnr] = '<br><br><br><div style="color:black; font-size:10px;">Frage beantworten</div></b>
        } else {imgnr = 0}
    }
}

// OpenNR += 1
// define number of possible additional randomizations rounds
if (OpenNR == B) {
    DrawTableOpen();
    return;
}

// CloseNR += 1
// define number of possible additional randomizations rounds
if (CloseNR == B) {
    DrawTableClosed();
    return;
}
```

The code defines an array of instructions for the pick-a-number fields and uses a counter to randomly select an instruction for each field. It also includes functions to open and close the table, which are used to control the randomization process.
A.5 Codebook

Anonymization of public dataset: Variable q3_1 (birth year) has been categorized (three cohorts). Variable q3_3 (major field of study) has been set to missing (use variable q3_3cat for analyses). The open answers in variables q3_3txt, q3_4txt, q8_1_5txt, and q27txt have been deleted.

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### dispcode — Disposition code

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### sample — University

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### maildate — Date of invitation email

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### mailethz — Exact date and time of invitation email (ETH Zurich only)

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### mobile — Respondent used mobile device (at start of interview)

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### java — Javascript version (at start of interview)

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#### Missing
- **a** no answer: 283 (3.85)
- **b** break-off: 442 (6.01)
**Total**: 725 (9.86)

**Total**: 7354 (100.00)

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#### Missing
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- **b** break-off: 442 (6.01)
**Total**: 552 (7.51)

**Total**: 7354 (100.00)
### q3_3 — Major field of study

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| 139 | Public affairs (army officer) | 18 | 0.24 | 0.26 |
| 140 | Statistics | 9 | 0.12 | 0.13 |
| 141 | Environmental engineering | 135 | 1.84 | 1.97 |
| 142 | Environmental science | 264 | 3.59 | 3.85 |
| 190 | Other (please specify) | 112 | 1.52 | 1.63 |

| Total | 6863 | 93.32 | 100.00 |

| Missing | .a no answer | 49 | 0.67 |
|         | .b break-off | 442 | 6.01 |
| Total   | 491 | 6.68 |

| Total   | 7354 | 100.00 |

### q3_3cat — Major field of study: categorized

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| 12 | Engineering sciences | 1326 | 18.03 | 19.32 |
| 13 | Natural sciences/mathematics | 1286 | 17.49 | 18.74 |
| 14 | System-oriented natural sciences | 563 | 7.66 | 8.20 |
| 15 | Management and social sciences | 98 | 1.33 | 1.43 |
| 19 | Other (ETH Zurich) | 112 | 1.52 | 1.63 |

| Total | 6863 | 93.32 | 100.00 |

| Missing | .a no answer | 49 | 0.67 |
|         | .b break-off | 442 | 6.01 |
| Total   | 491 | 6.68 |

| Total   | 7354 | 100.00 |
### q3_3txt — Major field of study: other (text)

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### q3_4 — Type of study program

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### q4_3 — Risk attitude (GSOEP 11-point scale)

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### q8_3 — Writing skills compared to other students

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### q8_4 — How much do you profit from writing papers for time after studies?

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**Missing**
- .a no answer: 161 (2.19)
- .b break-off: 599 (8.15)
- .c filter: no paper: 1978 (26.90)

**Total**
- 2738 (37.23)
- 7354 (100.00)

### q8_5 — Grade for last paper

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**Missing**
- .a no answer: 219 (2.98)
- .b break-off: 599 (8.15)
- .c filter: no paper: 1978 (26.90)

**Total**
- 2796 (38.02)
- 7354 (100.00)
### q9_1 — Do you know what counts as plagiarism?

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<tbody>
<tr>
<td>1 no</td>
<td>182</td>
<td>2.47</td>
<td>2.72</td>
</tr>
<tr>
<td>2 yes, I have a rough idea</td>
<td>3454</td>
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<td>51.61</td>
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<tr>
<td>3 yes, I know exactly what counts as plagiarism</td>
<td>3057</td>
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### q9_2 — In how much detail have you been informed about plagiarism?

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<tr>
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<td>2089</td>
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<td>31.24</td>
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<tr>
<td>2 little</td>
<td>1989</td>
<td>27.05</td>
<td>29.74</td>
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<tr>
<td>3 partly</td>
<td>1272</td>
<td>17.30</td>
<td>19.02</td>
</tr>
<tr>
<td>4 rather detailed</td>
<td>1039</td>
<td>14.13</td>
<td>15.54</td>
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<tr>
<td>5 very detailed</td>
<td>298</td>
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### q9_3 — Are you familiar with the university’s info sheet on plagiarism?

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<td>2 yes, heard about it</td>
<td>1540</td>
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<td>3 yes, already read it</td>
<td>960</td>
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<tr>
<td>2 yes, heard about it</td>
<td>622</td>
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<td><strong>Total</strong></td>
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### q9_4 — Do you think that papers are screened for plagiarism?

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<th>Cum. %</th>
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<td>2.55</td>
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<td>2 no, rather not</td>
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<td>29.32</td>
<td>32.29</td>
<td>34.83</td>
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<tr>
<td>3 yes, likely</td>
<td>3225</td>
<td>43.85</td>
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<tr>
<td>4 yes, definitely</td>
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<td>.b break-off</td>
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<tr>
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| Total            | 7354  | 100.00  |

### q10_1_1 — How many students do you know who have plagiarized?

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<td>0.02</td>
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| Total            | 7354  | 100.00  |
**q10_1_2 — How many students do you know who have handed in someone else’s work?**

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**Missing**

- .a no answer | 143 | 1.94 |
- .b break-off | 653 | 8.88 |

**Total** 7354 100.00

**q10_2 — Most likely sanction for plagiarism in BA or MA thesis**

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**Missing**

- .a no answer | 42 | 0.57 |
- .b break-off | 653 | 8.88 |

**Total** 7354 100.00
### subgroup — Subgroups for balanced assignment to experimental conditions

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</tr>
<tr>
<td>4 less than very well German skills (or missing)</td>
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</tr>
<tr>
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### expcond — Experimental condition

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### q14 — Have you ever copied from other students during an exam?

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Total 7354 100.00

### q16_pno — Crib notes: probability of direct no (FR/UQ)

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**Total** 7354 100.00

### q17_pno — Drugs: probability of direct no (FR/UQ)

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**Total** 1253 17.04

**Total** 7354 100.00
### q17_pcm — Drugs: probability of unrelated yes (CM)

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| .16724  | 191 | 2.60 | 3.13 | 7.28 |
| .1971293| 212 | 2.88 | 3.47 | 10.75|
| .2019   | 105 | 1.43 | 1.72 | 12.47|
| .2299842| 183 | 2.49 | 3.00 | 15.47|
| .25     | 256 | 3.48 | 4.20 | 19.67|
| .2599958| 221 | 3.01 | 3.62 | 23.29|
| .3038   | 110 | 1.50 | 1.80 | 25.09|
| .75     | 250 | 3.40 | 4.10 | 29.19|
| .8333333| 251 | 3.41 | 4.11 | 33.31|
| 1       | 4069| 55.33| 66.69| 100.00|
| Total   | 6101| 82.96|       | 100.00|

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| 3     | 389   | 5.29    | 19.07   | 58.77  |
| 4     | 406   | 5.52    | 19.90   | 78.68  |
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### q18 — Have you ever handed in a paper containing plagiarisms?

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| .f filter: expcond not 2 or 3 | 3028  | 41.17   |         |        |
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### q19 — Have you ever handed in someone else’s work as your own?

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### q20_1 — How many out of 100 students have ever copied from other students in an exam?

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Total | 7354 | 100.00 |
### q20_2 — How many out of 100 students have ever used illicit crib notes in an exam?

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### q20_3 — How many out of 100 students have ever used prescription drugs in an exam?

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### q20_4 — How many out of 100 students have ever handed in a paper with plagiarisms?

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#### Missing

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| .b break-off | 766 | 10.42 |
| Total        | 871 | 11.88 |

**Total** 7354

### q20_5 — How many out of 100 students have ever handed in someone else’s work?

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#### Missing

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| .b break-off | 766 | 10.42 |
| Total        | 871 | 11.84 |

**Total** 7354

119
**q21_1 — How bad do you think is copying from other students during an exam?**

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**q21_2 — How bad do you think is using illicit crib notes in an exam?**

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**q21_3 — How bad do you think is using prescription drugs in an exam?**

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q21_4 — How bad do you think is handing in a paper containing plagiarisms?

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.b break-off | 774 | 10.52 |
Total | 817 | 11.11 |
Total | 7354 | 100.00 |

q21_5 — How bad do you think is handing in someone else’s work as one’s own?

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.b break-off | 774 | 10.52 |
Total | 815 | 11.08 |
Total | 7354 | 100.00 |

q22_1 — How bad do most people think is copying from other students during an exam?

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.b break-off | 781 | 10.62 |
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Total | 7354 | 100.00 |
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q22_5 — How bad do most people think is handing in someone else’s work as one’s own?

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<td>12.04</td>
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<tr>
<td>4</td>
<td>rather bad</td>
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<td>37.82</td>
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<tr>
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<td>very bad</td>
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</table>

Missing:
- .a no answer: 76 (1.03%)
- .b break-off: 781 (10.62%)
| Total |          | 11.65 |        |        |
| Total |          | 100.00 |        |        |

q23_1 — How many percent are caught copying from other students during an exam?

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<td>12.96</td>
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<td>0.09</td>
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Missing:
- .a no answer: 67 (0.91%)
- .b break-off: 796 (10.82%)
| Total |          | 11.74 |        |        |
| Total |          | 100.00 |        |        |
**q23_2 — How many percent are caught using illicit crib notes in an exam?**

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**q23_3 — How many percent are caught handing in a paper containing plagiarisms?**

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**q23.4 — How many percent are caught handing in someone else’s work as one’s own?**

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**q24 — Marlowe-Crowne social desirability scale**

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### q24_1 — I sometimes feel resentful when I don’t get my own way

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### q24_2 — No matter whom I’m talking to, I’m always a good listener

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<tr>
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<td>11.00</td>
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<td></td>
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### q24_3 — There have been occasions when I have taken advantage of someone

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### q24_4 — I’m always willing to admit when I make a mistake

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### q24_5 — I always try to practice what I preach

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### q24_6 — I am always courteous, even to people who are disagreeable

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<tr>
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128
### q26_1 — How cumbersome was the use of the special survey technique?

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### q26_2 — Do you think you carried out the special technique correctly?

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### q26_3 — Does the special technique fully protect your answers?

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### q26_4 — How reasonable is the use of this technique?

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### q26.5 — Do you understand how the technique protects your answers?

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### q27txt — Respondent’s comments (text)

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<td></td>
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<td></td>
</tr>
<tr>
<td>+ angenehme Länge + keine Freitext-Felder + übersichtlich (Seiten nicht überladen)</td>
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<td>0.01</td>
<td>0.09</td>
<td>0.09</td>
</tr>
</tbody>
</table>
+ | 12 | 0.16 | 1.08 | 1.17 |
| - Fragen bezüglich eigenen Verhaltens, die mit stets, immer, nie formuliert sind, finde ich schwierig wahrheitsgemäss zu beantworten. Schliesslich ist niemand immer freundlich oder immer unfreundlich. Oder was wird bspw. unter ausnutzen verstanden? | 1 | 0.01 | 0.09 | 1.26 |
| zur kenntnis genommen | 1 | 0.01 | 0.09 | 99.82 |
| zweitletztes frageblatt (Selbsteinschätzung) hat eine etwas zu undifferenzierte Skala, eine 5 stufige skala wären besser. | 1 | 0.01 | 0.09 | 99.91 |
| Über die IP-Adresse und die Reihenfolge der Beantwortung lässt sich vermutlich doch irgendwie schliessen auf welche Frage man geantwortet hat und in 50% der scheinbaren Abschreib - Fälle wird dies nur am Geburtstag der Mutter liegen, in den anderen 50% wird ein begründeter Verdacht bestehen. | 1 | 0.01 | 0.09 | 100.00 |
| Total | 1108 | 15.07 | 100.00 |
| Missing | 6246 | 84.93 |
| Total | 7354 | 100.00 |
### rl1 — Response latency page 1 (starting page)

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#### Missing
- .b break-off: 749 (10.18%)
- .c filter: 2085 (28.35%)
- Total: 2834 (38.54%)

**Total**: 7354 (100.00%)

### rl20 — Response latency page 20 (perceived prevalence)

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#### Missing
- .b break-off: 766 (10.42%)

**Total**: 7354 (100.00%)
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**Missing .b break-off**

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**Total**

7354 100.00

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### rl22 — Response latency page 22 (general norm)

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**Total**

7354 100.00
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### rl24 — Response latency page 24 (Marlowe-Crowne scale)

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143
### r125 — Response latency page 25 (trust in confidentiality)

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### r126 — Response latency page 26 (evaluation of special technique)

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