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The survey was conducted by education publisher Wiley, in May 2020, among 789 instructors in higher education. More than half - 54 percent - had never taught online prior to the emergency move to remote

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education.

~~Instructors Believe Students More Likely to Cheat When ...~~

2Such approaches should cover best practice and education for staff and students, reducing opportunities to cheat, deterrence, detection, and effective regulations and policies. 3Institutional support and resourcing of staff to identify and investigate academic misconduct, is one of the most effective ways of detecting contract cheating.

~~Contracting to Cheat in Higher Education~~

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First, all online education is remote learning, but not all remote learning is online education. Online education is a distinctive educational architecture intentionally designed for virtual teaching, learning and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle.

~~How to discourage student cheating on online exams (opinion)~~

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The shift to virtual education amid COVID-19 is challenging the system of determining what students actually know and limiting educators' ability to ensure academic integrity.

~~Oklahoma Watch: Students find shortcuts, cheats as virtual ...~~
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This volume provides different perspectives regarding the impact of COVID-19 on students collectively and college teaching and learning. Topics include COVID-19 implications on student wellness and stress

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management, online learning, graduate teach assistants, emerging, technology, faculty-student relationships, student learning, and more.

Academia's Digital Voice: A Conversation on 21st Century Higher Education provides critical information on an area that needs particular attention given the rapid introduction and immersion into digital technologies that took place during the pandemic, including quality assurance and assessment. Sections discuss the rapid changes called into question as student mobility, pedagogical readiness of academics, technological readiness of institutions, student readiness to adopt online learning, the value of higher education, the value of distance learning, and the changing role of administration and faculty were thrust upon institutions. The unprecedented speed of international lockdowns caused by the pandemic necessitated HEIs to make rapid changes in both teaching and assessment approaches. The quality of these and sacrosanctity of the academic voice has long been the central tenet of higher education. While history is replete with challenges to this, the current, rapid shift to online education may represent the greatest threat and opportunity so far. Focuses on the academic voice in HEI Presents an authentic message and mode for the new world we live in post COVID Includes a section on academic predictions for higher education institutions

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Practical and insightful solutions to the growing problem of academic dishonesty In *Cheating Academic Integrity: Lessons from 30 Years of Research*, a team of renowned academic integrity experts delivers revealing and practicing insights into the causes of—and solutions to—academic cheating by students. This edited volume combines leading research from an interdisciplinary group of scholars, offering readers an overview of the most important topics and trends in academic integrity research. The book focuses on teaching, classrooms, and faculty behavior and offers a glimpse into the future of this rapidly developing field. Readers will also find: Discussions of the newest forms of cheating, including online “contract cheating” and “paper mills” and the methods used to combat them Explorations of the prevalence of cheating and plagiarism between 1990 and 2020 Psychological perspectives on the student motivations underlying academic integrity violations Teaching and learning approaches to reduce academic misconduct in both online and in-person courses A must-read resource for administrators, leaders, and policymakers involved with higher education, *Cheating Academic Integrity* also belongs on the bookshelves of school administrators-in-training and others preparing for a career in education.

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This book draws together international research to assess the quality of successful efforts to retain students. The editors and contributors unite diverse global research from countries who have led student retention and success projects at national, institutional, faculty or program level with positive outcomes. The book is underpinned by the philosophy that a more diverse student population requires higher education institutions to fundamentally change, in order to facilitate the success of all students. All of humanity, its economies and societies, are being pummelled by waves of pandemic-induced crises in tandem with globalisation and demographic shifts. Ultimately, this book acts as a clarion to higher education institutions to better support and retain their students, in order to create a more stable learning environment.

This book discusses the issue of academic misconduct and publication ethics in general and plagiarism in particular, with a focus on case studies in various universities around the world (notably in Japan, Singapore, Australia, USA, and Canada). We are especially interested in students' and teachers' perception of academic misconduct and their definition and understanding of plagiarism. Most chapters discuss undergraduates' understanding of academic dishonesty and students' experiences using plagiarism softwares. The book also analyzes

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teachers' perception of cheating and how they respond to it. Writing is perceived by all of the teachers to be the most important form of assessment that required preventative measures in order to reduce the occurrence of academic dishonesty among students. Each chapter recommends strategies to fight plagiarism, such as establishing guidelines and regulations concerning academic integrity, awareness of the scale of the issue (scandals at all levels in most countries, even including famous scholars, administrators, and elected officials), assessing the damage done to academic reputation and credibility, developing trust and credibility on social media (especially with the recent disturbing growth of fake news and data), minimizing the proliferation of dishonest accreditation, of identity theft, of fake peer-reviews, and fighting the growing number of fake papers, with or without the use of computer-generated academic works.

While online learning was an existing practice, the COVID-19 pandemic greatly accelerated its capabilities and forced educational organizations to swiftly introduce online learning for all units. Though schools will not always be faced with forced online learning, it is apparent that there are clear advantages and disadvantages to this teaching method, with its usage in the future cemented. As such, it is imperative that methods for measuring and assessing the

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effectiveness of online and blended learning are examined in order to improve outcomes and future practices. Measurement Methodologies to Assess the Effectiveness of Global Online Learning aims to assess the effectiveness of online teaching and learning in normal and pandemic situations by addressing challenges and opportunities of adoption of online platforms as well as effective learning strategies, investigating the best pedagogical practices in digital learning, questioning how to improve student motivation and performance, and managing and measuring academic workloads online. Covering a wide range of topics such as the future of education and digital literacy, it is ideal for teachers, instructional designers, curriculum developers, educational software developers, academics, researchers, and students.

This edited book collection offers strong theoretical and philosophical insight into how digital platforms and their constituent algorithms interact with belief systems to achieve deception, and how related vices such as lies, bullshit, misinformation, disinformation, and ignorance contribute to deception. This inter-disciplinary collection explores how we can better understand and respond to these problematic practices. The Epistemology of Deceit in a Postdigital Era: Dupery by Design will be of interest to anyone concerned with

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deception in a 'postdigital' era including fake news, and propaganda online. The election of populist governments across the world has raised concerns that fake news in online platforms is undermining the legitimacy of the press, the democratic process, and the authority of sources such as science, the social sciences and qualified experts. The global reach of Google, YouTube, Twitter, Facebook, and other platforms has shown that they can be used to create and spread fake and misleading news quickly and without control. These platforms operate and thrive in an increasingly balkanised media eco-system where networks of users will predominantly access and consume information that conforms to their existing worldviews. Conflicting positions, even if relevant and authoritative, are suppressed, or overlooked in everyday digital information consumption. Digital platforms have contributed to the prolific spread of false information, enabled ignorance in online news consumers, and fostered confusion over determining fact from fiction. The collection explores: Deception, what it is, and how its proliferation is achieved in online platforms. Truth and the appearance of truth, and the role digital technologies play in pretending to represent truth. How we can counter these vices to protect ourselves and our institutions from their potentially baneful effects. Chapter 15 is available open access under a Creative Commons Attribution 4.0 International License via

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link.springer.com.

This book contains the contributions presented at the 7th international KES conference on Smart Education and e-Learning (KES SEEL-2020), which being held as a virtual conference on June 17-19, 2020. It contains fifty three high quality peer-reviewed papers that are grouped into several interconnected parts: Part 1 - Smart Education, Part 2 - Smart e-Learning, Part 3 - Smart Pedagogy, Part 4 - Smart Education: Systems and Technology, Part 5 - Smart Education: Case Studies and Research, Part 6 - Smart University Development: Organizational and Managerial Issues, Part 7 - Smart Education and Smart Universities and their Impact on Students with Disabilities, Part 8 - Mathematical Models in Smart Education and e-Learning, and Part 9 - Models of Professional Practice in Higher Education. Smart education and smart e-learning are emerging and rapidly growing areas with the potential to transform existing teaching strategies, learning environments, and educational activities and technology in the classroom. Smart education and smart e-learning focus on enabling instructors to develop new ways of achieving excellence in teaching in highly technological smart classrooms, and providing students with new opportunities to maximize their success and select the best options for their education, location and learning style, as well as the mode

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of content delivery. This book serves as a useful source of research data and valuable information on current research projects, best practices and case studies for faculty, scholars, Ph.D. students, administrators, and practitioners - all those who are interested in smart education and smart e-learning.

This book focuses on the disruption of the tertiary higher education system as a result of societal changes occasioned by the Fourth Industrial Revolution and hastened by COVID-19. It takes the view that higher education is on an inevitable trajectory of disruption as a result of globalisation, technological disruption, and disaggregation of the formal education sector but that it must not lose sight of its central role in equipping current and future students for the new economy. The book takes a student-centric - and big-picture approach - examining some of the biggest challenges facing massified higher education systems. The authors consider ways to achieve modern, responsive and efficient higher education systems globally that are economically sound for governments and affordable for individuals.

With considerations for students, faculty members, librarians, and researchers, this book will explain and help to mitigate plagiarism in higher education contexts. Plagiarism is a complex issue that affects

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many stakeholders in higher education, but it isn't always well understood. This text provides an in-depth, evidence-based understanding of plagiarism with the goal of engaging campus communities in informed conversations about proactive approaches to plagiarism. Offering practical suggestions for addressing plagiarism campus-wide, this book tackles such messy topics as self-plagiarism, plagiarism among international students, essay mills, and contract cheating. It also answers such tough questions as: Why do students plagiarize, and why don't faculty always report it? Why are plagiarism cases so hard to manage? What if researchers themselves plagiarize? How can we design better learning assessments to prevent plagiarism? When should we choose human detection versus text-matching software? This nonjudgmental book focuses on academic integrity from a teaching and learning perspective, offering comprehensive insights into various aspects of plagiarism with a particular lens on higher education to benefit the entire campus community. Provides a comprehensive treatment of plagiarism in higher education Candidly presents tough topics, such as self-plagiarism and essay mills Draws from the scholarly literature to empower educators, librarians, and students to think proactively about plagiarism prevention

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