

Handbook of Research on Academic Misconduct in Higher Education

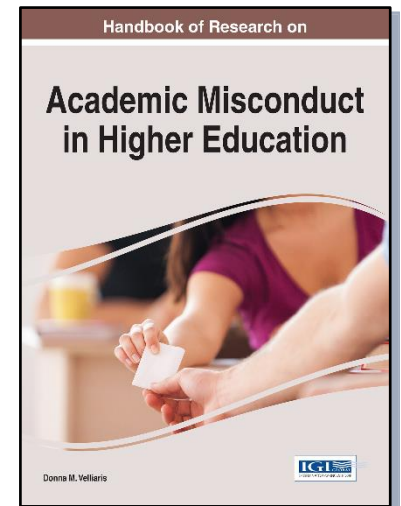
Part of the Advances in Higher Education and Professional Development Book Series

Donna M. Velliaris (Eynesbury Institute of Business and Technology, Australia)

Description:

To maintain the quality of education, integrity and honesty must be upheld by students and teachers in learning environments. The prevention of cheating is a prime factor in this endeavor.

The **Handbook of Research on Academic Misconduct in Higher Education** is a pivotal reference source for the latest scholarly material on the implementation of policies and practices to inhibit cheating behaviors in academic settings. Highlights emerging pedagogies, empirical-based evidence, and future directions.



Readers:

This book is ideally designed for professionals, practitioners, educators, school administrators, and researchers interested in preventing academic dishonesty.

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Topics Covered:

- Academic Integrity
- Contract Cheating
- Cultural Perspectives
- Digital Learning
- Plagiarism
- Project-Based Learning
- Technology-Assisted Cheating

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Donna M. Velliaris holds two Graduate Certificates: (1) Australian Studies; and (2) Religious Education, two Graduate Diplomas: (1) Secondary Education; and (2) Language and Literacy Education, as well as three Master's degrees: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, Dr. Velliaris graduated with a PhD in Education focused on the social/educational ecological development of school-aged transnational students in Tokyo, Japan. Her primary research interests include: human ecology; Third Culture Kids (TCKs); schools as cultural systems; and study abroad. With recent publication of over 30 book chapters, titles comprise: *Academic reflections: Disciplinary acculturation and the first-year pathway experience in Australia* [Garnet]; *Conceptualizing four ecological influences on contemporary 'Third Culture Kids'* [Palgrave Macmillan]; *Culturally responsive pathway pedagogues: Respecting the intricacies of student diversity in the classroom* [IGI Global]; *The other side of the student story: Listening to the voice of the parent* [Sense]; and *Metaphors for transnational students: A moving experience* [Cambridge Scholars].