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Altri autori (Persone)	AndermanEric M MurdockTamera Burton
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Nota di contenuto	Front cover; Psychology ofAcademic Cheating; Copyright page; Table of contents; Contributors; Foreword; REFERENCES; Chapter 1: The Psychology of Academic Cheating; PSYCHOLOGY AND CHEATING; REFERENCES; PART I: The Anatomy of Cheaters; Chapter 2: Who Are All These Cheaters? Characteristics of Academically Dishonest Students; INTRODUCTION; DEMOGRAPHICS; ACADEMIC CHARACTERISTICS; MOTIVATION; PERSONALITY TRAITS; A NOTE ON METHODOLOGY; DISCUSSION; REFERENCES; Chapter 3: How Do Students Cheat?; INTRODUCTION; WHAT IS CHEATING?; HOW DOES CHEATING AFFECT ASSESSMENT? DO STUDENTS DIFFER IN THE WAY THEY CHEAT?COLLEGE STUDENTS DESCRIBE CHEATING; IMPLICATIONS FOR THE CLASSROOM; SUGGESTIONS FOR FUTURE RESEARCH; REFERENCES; PART II: Achievement Motivation and Cheating; Chapter 4: Interest and Academic Cheating; PERSONAL INTEREST, SITUATIONAL INTEREST, AND THEIR RELATIONSHIP TO CHEATING; THE PRESENT STUDY; RESULTS; IMPLICATIONS FOR INSTRUCTION AND CLASSROOM CULTURE; DIRECTIONS FOR FUTURE RESEARCH; CONCLUSIONS; REFERENCES; Appendix A: Student Survey: Academic Dishonesty and Cheating

Appendix B: An Initial Exploration of Academic Dishonesty (Cheating) at UNLV Interview PromptsChapter 5: The Effects of Personal, Classroom, and School Goal Structures on Academic Cheating; ACADEMIC SOCIAL CONTEXTS AND CHEATING; A GOAL ORIENTATION THEORY PERSPECTIVE ON ACADEMIC CHEATING; REFERENCES; Chapter 6: Under Pressure and Underengaged: Motivational Profiles and Academic Cheating in High School; CHEATING BELIEFS: DEFINITIONS AND JUSTIFICATIONS; ENVIRONMENTAL PERCEPTIONS: PEER ATTITUDES AND BEHAVIORS; CHEATING BEHAVIOR: TYPES AND PREVALENCE; ACHIEVEMENT GOALS AND ACADEMIC CHEATING METHODRESULTS; DISCUSSION; REFERENCES; Appendix: Scales and Reliabilities; Chapter 7: Applying Decision Theory to Academic Integrity Decisions; ABSTRACT; DECISION THEORIES; INTEGRITY THEORIES; FUTURE RESEARCH; PRACTICAL ISSUES; REFERENCES; PART III: Moral and Social Motivations for Dishonesty; Chapter 8: Reaping What We Sow: Cheating as a Mechanism of Moral Engagement; MORAL AND ACADEMIC ENGAGEMENT; EMPHASIZING MORAL STANDARDS; VERIFYING THE IMPORTANCE OF MORAL ENGAGEMENT; CHEATING AS A MECHANISM OF MORAL ENGAGEMENT; REFERENCES Chapter 9: The "Social" Side of Social Context: Interpersonal and Affiliative Dimensions of Students' Experiences and Academic DishonestySOCIAL AS INTERPERSONAL: PERCEIVED RELATIONSHIPS AMONG INDIVIDUALS AND GROUPS; SOCIAL AS PERCEIVED AFFILIATION: RELATIONSHIPS BETWEEN THE INDIVIDUAL AND THE INSTITUTION; DIRECTIONS FOR FUTURE RESEARCH; IMPLICATIONS FOR EDUCATORS; REFERENCES; Chapter 10: Is Cheating Wrong? Students' Reasoning about Academic Dishonesty; MORAL REASONING AND CHEATING; WHY IS MORAL REASONING NOT CLEARLY RELATED TO CHEATING?; NEUTRALIZING, JUSTIFYING, AND CHEATING HOW NEUTRALIZING STRATEGIES WORK: AN ATTRIBUTIONAL PERCEPTIVE

Sommario/riassunto

Who cheats and why? How do they cheat? What are the consequences? What are the ways of stopping it before it starts? These questions and more are answered in this research based investigation into the nature and circumstances of Academic Cheating. Cheating has always been a problem in academic settings, and with advances in technology (camera cell phones, the internet) and more pressure than ever for students to test well and get into top rated schools, cheating has become epidemic. At the same time, it has been argued, the moral fiber of society as a whole has dampened to find cheating less

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