

DOES STUDENT ENGAGEMENT REDUCE ACADEMIC DISHONESTY IN DISTANCE LEARNING COURSES?

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ABSTRACT

As universities seek to provide convenient and economical education delivery, distance learning (DL) courses have increased in popularity, while capacitating new digital methods for academic dishonesty. Simultaneously, universities seek methods to increase student engagement in DL courses. We discuss methods that increase student engagement in DL courses, and methods to decrease the likelihood of academic dishonesty in DL courses. We posit that the higher the level of student engagement in a course, the less likely the student is to engage in academic dishonesty. We will test our hypothesis with a group of thirty seven MBA students.

Keywords: Distance learning, student engagement, academic dishonesty