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materials),  
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argument A  
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to exam  
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register, and  
its 'accuracy  
and appropriat

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essays – What  
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marking my  
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kind of skills  
do I need as I  
progress  
through my  
course? How  
can I avoid

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this edition  
shows you how  
to approach



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questions,  
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dissertation  
and doing  
postgraduate  
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your time at  
university.

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clamoring  
about the  
growing  
incivility  
they see in

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public life  
and in their  
interpersonal  
relationships.  
Incivility--the  
lack of  
regard for  
others--is an  
increasing  
issue on  
college  
campuses,

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reflecting  
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deep societal  
problems and  
expressing  
itself in  
sometimes  
unique ways.

Kent Weeks  
explores this  
timely issue  
by presenting  
real-life



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experiences of  
four college  
freshmen at a  
large  
university and  
provides  
information to  
stimulate  
thoughtful  
discussion of  
civility  
dilemmas.

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Transferable  
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Skills Kit

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Skills Kit is

a flexible

learning

resource that

has been

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carefully  
designed to  
develop the  
key  
transferable  
skills that  
promote  
students'  
success in  
university and  
college study.  
Whether you

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are a student  
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instructor,  
TASK provides  
a tried and  
tested  
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learning tool  
suitable for a  
broad range of  
academic  
disciplines. A

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series of  
supported  
exercises  
relates theory  
to practice  
and provides  
students with  
the tools to  
develop a  
framework of  
skills that  
can then be

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used in a wide  
range of

contexts both

inside and

outside the

academic

world. Each

module also

has web work

and extension

activities

that offer

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additional  
information  
and practice  
relating to  
the skills  
covered in  
that module.  
TASK can be  
followed as a  
complete  
program of  
study, or

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individual  
modules can be  
selected to  
address  
specific  
needs. Created  
by members of  
the  
International  
Foundation  
Programme,  
provided by



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International  
Study and  
Language  
Institute  
(ISLI) at the  
University of  
Reading. The  
modules are  
organized as  
follows: 1.  
Academic

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Culture 2.

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Seminars 3.

Critical

Thinking 4.

Essay Writing

5. Scientific

Writing 6.

Research &

Online Sources

7. Referencing

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& Avoiding  
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Presentations  
9.

Assessments,  
Exams and  
Review 10.

Numeracy  
Views the  
Victorian  
novel through  
the prism of

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literary  
imitations  
that it  
inspired.  
Skills for  
Business and  
Management  
Essential  
Actions for  
Academic  
Writing  
Plagiarizing

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the Victorian  
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Novel

Teaching To  
Avoid

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How To Promote  
Good Source

Use

A Guide

Scholarly

Ethics and

Publishing:

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Breakthroughs  
in Research  
and Practice  
Principles and  
Practice of  
Radiation  
Therapy

*Is #Adult  
#Education  
Broken? #Diane  
ShaweAuthor  
explores the*

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*main failings in  
education for an  
economy—powe  
red by  
#technology,  
fueled by  
#information,  
driven by  
#knowledge and  
becoming  
#automated  
affecting the*

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*poor. As Isaac  
Asimov—a  
master of  
science fiction  
literature—once  
said: "No  
sensible  
decision can be  
made any longer  
without taking  
into account not  
only the world*



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*as it is but the world as it will be." What has happened? Why have these large institutions priced education out of some fundamental principles? How can we make the new*

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*economic age  
enhance, rather  
than diminish,  
our quality of  
learning? How  
can we make  
this amazing  
innovation  
advance the  
prospects of all  
people  
especially those*

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*with experience  
and not just for  
the youth? It is  
clear that at this  
moment most  
educational  
systems are not  
keeping pace  
with changing  
technology and  
the ever-  
evolving world*

# Where To Download

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*of work. Not  
enough people  
are thinking  
strategically  
enough in this  
area.*

*Fundamentally,  
we need to  
change what  
people learn,  
how people  
learn, when*

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*people learn,  
and even why  
people learn. We  
must get  
beyond the  
traditional  
model of  
students sitting  
passively in  
classrooms,  
following  
instructions and*

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*memorising  
material that  
they are tested  
and scored on  
which  
sometimes turn  
out to be of little  
use in an every  
changing  
economy. It is  
evident that  
computers can*

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*do that for us!  
There has  
always been a  
great deal of lip  
service given to  
the idea of  
learning by  
doing, but not  
much has been  
done about it. In  
fact, John Dewey  
remarked in*

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1916, in his  
book,

*Democracy, and  
Education: "Why  
is it that, in spite  
of the fact that  
teaching by  
pouring in,  
learning by  
passive  
absorption, are  
universally*



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*condemned,  
that they are  
still so  
entrenched in  
practice? That  
education is not  
an affair of  
"telling" and  
being told, but  
an active  
constructive  
process is a*

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*principle almost  
as generally  
violated in  
practice as  
conceded in  
theory"*

*"Transformative  
learning in time  
of crisis when  
Individuals face  
Collective  
Challenges"*

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*Diane Shawe  
M.Ed. I think it is  
imperative that  
this century  
focuses on Adult  
Transformation  
Learning by  
providing  
Training On  
Demand During  
the last twenty  
years, the use of*

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*the word “crisis”  
seems to have  
increased  
around the  
world. Referring  
to sudden and  
intensely  
political,  
economic,  
social,  
psychological,  
cultural or*

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*environmental changes, this term emerges now more frequently in everyday vocabulary. According to transformative learning theory, the emergence of a crisis*

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*represents a  
potential  
opportunity for  
personal and/ or  
collective  
transformation,  
grounded in the  
capacity of  
individuals and  
groups to revisit  
the perspectives  
through which*

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*they interpret  
their own  
experience.*

*Considering  
recent history,  
how does the  
emergence of  
social,  
economic,  
political,  
cultural,  
intellectual or*

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*environmental  
crisis manifest  
an opportunity,  
or an  
expression, of  
transformative  
learning? How  
does the  
experience of  
individual or  
collective crisis  
affect the way*



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*one learns to  
critically  
interpret one's  
own  
experiences? an  
interesting  
observation  
indeed  
A vital  
component of  
any publishing  
project is the*

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*ethical dimensions, which can refer to varied categories of practice: from conducting a proper peer review to using proper citation in research.*

*With the*

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*implementation  
of technology in  
research and  
publishing, it is  
important for  
today's  
researchers to  
address the  
standards of  
scientific  
research and  
publishing*

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*practices to  
avoid unethical  
behavior.*

*Scholarly Ethics  
and Publishing:  
Breakthroughs  
in Research and  
Practice is an  
essential  
reference source  
that discusses  
various aspects*

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*of ethical values  
in academic  
settings  
including  
methods and  
tools to prevent  
and detect  
plagiarism,  
strategies for  
the principled  
gathering of  
data, and best*

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*practices for  
conducting and  
citing research.  
It also assists  
researchers in  
navigating the  
field of scholarly  
publishing  
through a  
careful analysis  
of  
multidisciplinary*

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*research topics  
and recent  
trends in the  
industry.*

*Highlighting a  
range of  
pertinent topics  
such as  
academic  
writing,  
publication  
process, and*

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*research  
methodologies,  
this publication  
is an ideal  
reference source  
for researchers,  
graduate  
students,  
academicians,  
librarians,  
scholars, and  
industry-leading*



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*experts around  
the globe.*

*Why the  
education  
system is failing  
our kids and  
how we can  
start the  
revolution that  
will save our  
schools With  
their emphasis*

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*on regurgitated  
knowledge and  
stressful exams,  
today's schools  
actually do more  
harm than good.  
Guiding readers  
past the sterile  
debates about  
City Academies  
and dumbed-  
down exams,*

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*Claxton proves  
that education's  
key  
responsibility  
should be to  
create  
enthusiastic  
learners who will  
go on to thrive  
as adults in a  
swiftly-  
changing,*

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*dynamic world.  
Students must  
be encouraged  
to sharpen their  
wits, ask  
questions, and  
think for  
themselves - all  
without  
chucking out  
Shakespeare or  
the Periodic*

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*Table. Blending  
down-to-earth  
examples with  
the latest  
advances in  
brain science,  
and written with  
passion, wit, and  
authority, this  
brilliant book  
will inspire  
teachers,*

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*parents, and  
readers of all  
backgrounds to  
join a practical  
revolution and  
foster in the  
next generation  
a natural  
curiosity and the  
spirit of  
adventure.*

*`This is an*

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*excellent book  
which can be  
recommended  
both to the  
professional  
ethicist seeking  
to situate  
research ethics  
for a social  
scientific  
audience and to  
social scientists*

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*seeking an  
overview of the  
current ethical  
landscape of  
their discipline' -  
Research Ethics  
Review Ethics is  
becoming an  
increasingly  
prominent issue  
for all  
researchers*



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*across the  
western world.*

*This  
comprehensive  
and accessible  
guide introduces  
students to the  
field and  
encourages  
knowledge of  
research ethics  
in practice.*

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*Research Ethics  
for Social  
Scientists sets  
out to do four  
things: The first  
is to  
demonstrate the  
practical value  
of thinking  
seriously and  
systematically  
about what*

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*constitutes ethical conduct in social science research.*

*Secondly, the text identifies how and why current regulatory regimes have emerged.*

*Thirdly, it seeks*

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*to reveal those practices that have contributed to the adversarial relationships between researchers and regulators. Finally, the book hopes to encourage both*

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*parties to  
develop shared  
solutions to  
ethical and  
regulatory  
problems.*

*Research Ethics  
for Social  
Scientists is an  
excellent  
introductory text  
for students as*

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*it: - introduces students to ethical theory and philosophy;*  
*- provides practical guidance on what ethical theory means for research practice; - provides case*

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*studies to give  
real examples of  
ethics in  
research action.  
The result is an  
informative,  
accessible and  
practical guide  
to research  
ethics for any  
student or  
researcher in*

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*the social*  
University Of Kent  
*sciences.*

*The Online  
Teaching  
Survival Guide  
A Genre-Based  
Approach  
Task  
Transferable  
Academic Skills  
Seven Ideas that  
Shook the*



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*Universe*

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*Prepare to Chair*

*Handbook of*

*Research on*

*Academic*

*Misconduct in*

*Higher*

*Education*

*Human*

*Computer*

*Interaction*

*This edited*

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collection is  
drawn from the

seventh

*Libraries*

*Without Walls*

*Conference,*

*held in 2007.*

*From their*

*beginnings in*

*1995, the*

*Libraries*

*Without Walls*

*conferences*

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*have mapped a major change in the practice of librarianship. While library services are still concerned to provide users with physical access to their buildings, electronic*

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*access - often  
from remote*

*locations - is  
becoming ever  
more dominant.*

*Library  
services are  
being  
integrated into  
virtual  
learning,  
research and  
personal*

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*environments.  
In 2007 CERLIM  
wished to  
encourage the  
widest possible  
range of papers  
to reflect the  
diverse current  
developments in  
library service  
delivery. These  
covered: New  
kinds of*

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service,  
University Of Kent  
especially  
those that open  
up new  
paradigms of  
'library' -  
perhaps the  
library  
equivalent of  
YouTube or  
MySpace The  
library's role  
within new

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*models of  
scholarly  
publishing,  
including  
experience of  
developing  
services based  
on  
institutional  
or other  
repositories,  
and the  
responsibility*

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*of the library  
for digital  
curation  
Service  
delivery in  
challenging  
environments,  
especially  
where the  
infrastructure  
may be sub-  
optimal, as in  
some developing*



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*countries, or  
where the user  
group  
represents  
particular  
challenges New  
technological  
solutions and  
the impact on  
users of the  
improved  
services they  
make possible*

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*Delivery and assessment of information skills/literacies, especially where this is achieved through electronic environments. These state-of-the-art papers are designed to*

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*increase  
understanding  
of the role and  
importance of  
information in  
the learning  
process, and to  
enable  
information  
professionals  
and course  
developers to  
keep abreast of*

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*the latest  
developments in  
this vital  
area.*

*Penetrates the  
human computer  
interaction  
(HCI) field  
with breadth  
and depth of  
comprehensive  
research.*

*What is*

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*intellectual  
property?*

*Should*

*copyright laws  
be modified to  
accommodate new  
ways of  
transmitting  
information?*

*The debate over  
such questions  
has reemerged  
with the growth*

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*of the Internet  
and other means  
of  
electronically  
storing  
information.*

*Over 600  
articles  
written from  
1900 through  
1995 are fully  
annotated in  
this*

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*bibliography. The citations cover a wide range of material, from humorous anecdotes in popular magazines to scholarly discussions in academic journals. The*

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*entries are  
divided into  
three parts:  
the money  
trail; the  
detection and  
proof of  
violations and  
the punishment  
of offenders;  
and defending  
one's property.*

*A lengthy*



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*introduction  
first details  
how the concept  
of intellectual  
property came  
into being and  
then focuses on  
how governments  
and other  
entities deal  
with the issue.*

*Automated  
Discourse*

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*Generation to  
the User-  
Centered  
Revolution:  
1970-1995  
Plagiarism  
Education and  
Prevention  
Student  
Plagiarism in  
an Online  
World: Problems  
and Solutions*

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*An Academic  
Librarian's  
Guide*

*A Handbook for  
Deterring  
Plagiarism in  
Higher  
Education*

*How to Promote  
Good Source Use  
Pragmatic  
Plagiarism  
Papers,*

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## Plagiarism University Of Kent *Posters, and Presentations*

This practical book introduces readers to the current issues facing today's academic reference and instruction librarians grappling with the growing problem of student

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plagiarism. The book provides up-to-date overviews of student plagiarism, examples of ways in which librarians can educate students through proven instructional techniques,

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collaboration  
approaches and  
outreach methods,  
and discusses  
common problems  
and questions  
librarians may  
encounter when  
incorporating  
current anti-  
plagiarism  
instruction into

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their instructional services. Topics include: role of the academic librarian in combating student plagiarism, discipline-based approaches to combating student plagiarism, information literacy techniques and

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faculty/librarian  
collaboration.

Investigates the  
issues surrounding  
the growth of  
instances of  
student plagiarism  
Discusses the  
academic  
librarian's role in  
combating student  
plagiarism



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Recommends  
effective outreach  
techniques and  
instructional  
methods for  
preventing  
plagiarism

This is the first  
volume of a book  
series dedicated to  
"Qualitative and  
Quantitative

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Analysis of  
Scientific and  
Scholarly  
Communication".  
Fighting plagiarism  
is a the top priority  
for STM  
publishing. A  
practical guide will  
importantly  
contribute to the  
awareness of the

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relevant

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communities,

bringing to the

surface the basic

rules and

examples from the

literature.

This book provides

a clear set of best

practices for the

dissertation or

thesis chairperson.

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courses—yet  
comprehensive  
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avoiding the misuse  
of sources. The  
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*on the roles sources  
play in argument, on  
assessing the  
reliability of sources,  
and on attitudes  
about writing that can  
lead to plagiarism.*

*This book discusses  
the issue of academic  
misconduct and  
publication ethics in  
general and  
plagiarism in*

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*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*

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*definition and understanding of plagiarism. Most chapters discuss undergraduates' understanding of academic dishonesty and students' experiences using plagiarism softwares. The book also analyzes teachers' perception of*

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*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*

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*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*



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*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*

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*the proliferation of  
dishonest*

*accreditation, of  
identity theft, of fake  
peer-reviews, and  
fighting the growing  
number of fake  
papers, with or  
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was seen as an  
isolated  
misdemeanor,  
restricted to a  
small group of  
students. Today  
it is widely***

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***recognized as a  
ubiquitous,  
systemic issue,  
compounded by  
the accessibility  
of content in the  
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***legal and ethical  
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***surrounding***

***plagiarism, the***

***tools and***

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***spreading of this***

***problem, and***

***real-life***

***situational***

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***understanding of  
the scholars,  
practitioners,  
educators, and  
instructional  
designers who  
will find this  
book an  
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resource.***

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illuminating  
study, Marilyn  
Randall takes on***

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***the question of  
why some cases  
of literary  
repetition  
become great  
art, while others  
are relegated to  
the ignominy of  
plagiarism. Her  
discussion  
reveals that  
plagiarism is not  
the objective  
textual fact it is***



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***often taken for,  
but a  
phenomenon  
governed by the  
norms and  
conventions of  
literary  
reception.***

***Randall turns her  
focus on the  
critical debates  
surrounding  
cases of  
perceived***

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***plagiarism.  
Charting the  
progress of  
plagiarism in the  
history of  
Western letters,  
her study ranges  
over centuries,  
from the notion's  
first apperance  
in Roman times  
to contemporary  
disputes about  
intellectual***

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***property. Randall  
considers the  
development of  
copyright law  
and the notion of  
authorship,  
presents a wide  
range of texts,  
and draws aptly  
on Foucault's  
notion of the  
discursive  
construction of  
authorship. Just***

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***as Foucault  
studied insanity  
to find out what  
was meant by  
sanity, says  
Randall, so the  
study of  
plagiarism can  
reveal what was  
meant by the  
term "literary" at  
various cultural  
moments. She  
shows that***

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***perceived instances of plagiarism are aspects of an ongoing power struggle in the literary field. And as she reveals, it is not the plagiarist but the accuser who is most concerned with achieving profit***

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**and power.**

**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**

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*this endeavor.  
The Handbook of  
Research on  
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is a pivotal  
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***inhibit cheating behaviors in academic settings. Highlighting emerging pedagogies, empirical-based evidence, and future directions, this book is ideally designed for professionals, practitioners,***



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organised  
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essential skills  
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academic writing  
and group-work,  
all of which are  
underpinned by  
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learn how to  
demonstrate  
critical analysis  
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and deliver  
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bringing  
together  
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skills, readers  
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and  
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and management  
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education. There is, however, a complete lack of resources and guidance for librarians and instructors who want to adopt this approach in their teaching. This book opens with a brief overview of plagiarism today, followed by

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arguments in  
favour of a subject-  
based approach.

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book is divided into  
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major issues in that  
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(PROCESS), and  
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LAST acronyms  
help facilitate  
learning by  
making the  
material easier to

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and

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(formerly  
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highlights key  
information using  
bullet points.  
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you need to know  
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therapy with the  
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text written for  
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book is designed  
to help you

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understand  
cancer

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improve clinical  
techniques for  
delivering doses  
of radiation, and  
apply complex  
concepts to  
treatment  
planning and  
delivery. This

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and thoroughly

updated content,

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new chapters to

inform you of

increasingly

important

technologies and

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to-date and authoritative coverage of this text make it a resource you'll want to consult throughout your radiation therapy courses and beyond.

Complete coverage of

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content plus the  
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range of  
practitioners  
bring you the  
expertise of  
radiation  
therapists,  
physicians,  
nurses,  
administrators,  
and educators  
who are part of  
cancer



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issue that  
requires  
thoughtful and  
sensitive  
handling,  
plagiarism  
simply cannot  
be addressed by  
warnings;  
detection  
software and  
punishment  
alone. Teaching

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to Avoid  
Plagiarism  
focuses on  
prevention  
rather than  
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promotes a  
proactive,  
rather than  
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approach to  
dealing with  
the issue.

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role of  
technology  
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Drawing on her  
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experience as  
well as her  
academic  
research, Diane

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Pecorari offers  
a unique

insight into  
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students and  
help them to  
avoid  
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to help readers  
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an essential  
guide for  
anyone in a

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student-facing  
role who wants  
to handle  
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effectively.

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examples and  
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blended with  
research-based  
findings. It is  
useful for  
teachers  
wanting to  
improve their  
understanding  
and practices  
in managing  
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also student  
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understand both  
policy and  
practice in  
their own  
institution to  
better manage  
plagiarism and  
source  
attribution."

Dr Wendy Suther  
land-Smith,  
School of  
Psychology,



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Faculty of  
Health, Deakin

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successfully  
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away from the

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punishment of

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**focuses instead  
on**

**understanding  
and prevention  
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promotion of  
good source  
use. Combining  
practical  
activities  
based on real-  
life examples  
with wide-**

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ranging  
original  
research, this  
important book  
should be  
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reading, not  
only for staff  
development  
officers and  
lecturers, but  
more widely  
throughout the

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higher  
education  
community."

Maggie Charles,  
Oxford

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"Diane

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insightful  
research and  
scholarship on  
plagiarism is

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faced by  
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learning how to

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source texts.

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activities and  
discussion  
questions aimed  
at staff  
development are  
teamed with  
advice on ways  
to build in  
support within  
disciplinary

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writing which  
will help

students master  
the necessary  
academic skills  
to avoid  
plagiarism. The  
emphasis, quite  
rightly, is  
also on helping  
students  
understand how  
plagiarism

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disrupts the  
ethical values  
of the academy,  
and is not just  
another hurdle  
placed in their  
way by academic  
insiders." Dr  
Ann Hewings,  
Director,  
Centre for  
Language and  
Communication,



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The Open  
University "As  
stated by Diane  
Pecorari in the  
first sentence  
of this  
excellent  
volume,  
'plagiarism is  
a problem in  
our  
universities'.

The volume

*Page 233/241*

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demonstrates  
clearly how  
teachers and  
students can  
deal with this  
'problem' by  
developing a  
better  
understanding  
of the  
phenomenon, on  
the one hand,  
and developing

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specific skills  
in dealing with  
it, on the  
other. Working  
from the  
principle that  
'an ounce of  
prevention is  
worth a pound  
of cure', Diane  
Pecorari argues  
for a proactive  
approach to

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handling issues  
of plagiarism,  
with an  
emphasis on the  
need to train  
students how to  
deal  
appropriately  
with sources.  
As well as a  
clear  
exposition of  
the theoretical

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issues at  
stake, the book  
contains a  
wealth of  
practical  
activities and  
discussion  
questions which  
will allow  
readers to  
develop the  
sort of  
competence in

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dealing with  
plagiarism that  
is the goal of  
the volume."

Professor John  
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In this sequel  
to the best-  
selling Uncle  
John's Presents  
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Dumb, guest  
author John  
Scalzi casts a  
wide net to  
bring readers  
more mind-  
boggling  
dumbosities  
perpetrated by  
dumb-doers.

This time, to  
prove that dumb-  
nastics are not

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a modern  
phenomenon,  
Scalzi digs  
into the past  
to unearth some  
of history's  
most ill-  
advised  
blunders. The  
lesson: Dumb is  
as dumb does.  
And you'll be  
smarter for



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reading it.  
Problems and  
Solutions  
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Education  
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