

## **Challenges of Discouraging Academic Dishonesty in Higher Education E-assessment**

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### **Abstract**

Recently, blended learning is becoming an integral part of the educational process in higher education during the Covid-19 pandemic. Although it has become a valuable commodity to universities and students alike, the dilemma of academic dishonesty has emerged as an important issue for the blended learning. It is increasing at a phenomenal rate; however, there are doubts that it does not provide the same rigor as face-to-face teaching. This is mainly due to the view that students can easily cheat in E- assessments. Challenges dealing with academic dishonesty in the virtual environment have become uncontrolled, leaving teachers and administrators at odds how to combat such behavior in both traditional and blended learning. When failing to promote and support academic integrity, it may be called cheating, academic misconduct, academic dishonesty, or an academic integrity violation. With the advanced technology, the university teaching staff finds difficulties to cope with dishonest methodologies used by students as cheating has gone further than just copying answers from mates or other sources. In recent times, students can pay for essays or even dissertations online, copy and paste from others' researches, or use cell phones and other devices to share answers during tests or exams.

The question that can be raised here is to what extent the teaching staff can ensure academic integrity in E-assessment?

The present paper provides an investigation of the obtainable literature on why do students cheat, and what are the common methods of discouraging academic dishonesty in E-assessment?

**Key words:** Academic Dishonesty- Blended learning- Higher Education- E-assessment