**Assessment Changes Reference List**

**Plagiarism and tech:**

Technology “mainly modifies the means of cheating rather than encouraging academic dishonesty” ​(Peytcheva-Forsyth et al., 2018)​

Quantitative study of 368 dissertations (184 from traditional universities, 184 from online), show “the notion that online education is more prone to plagiarism is not well supported”​(Ison, 2014)​

**Plagiarism and CA@**

when learners  are enabled to “adopt a performance goal orientation” rather than a ‘learning goal orientation’ and have the ability to recognize and use [applicable technology], the likelihood of them to engage in digital plagiarism increased.”​(Kauffman & Young, 2015)​

“Ativities that have a lower rate of plagiarism are activities that encourage involvement, originality and creativity.” And comparisons to activities redesigned with these qualities “show a significant drop in the percentages of plagiarism” ​(Gómez-Espinosa et al., 2016)​

**Engagement and inclusivity:**

Framework: ​(Garden & Rivera, 1 C.E.; Kahu, 2013; Kahu & Nelson, 2018; Rivera & Garden, 2021)​

Engagement is inclusivity: ​(Hockings, 2010)​

Exclusion: ​(Foucault, 1971)​

Social constructivism: ​(Vygotsky & Cole, 2018)​

The brain: ​(Kiat et al., 2018; Raufelder et al., 2021)​

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