# Article information:

The correlation of honesty-humility and learning goals with academic cheating | SpringerLink
<https://link.springer.com/article/10.1007/s11218-022-09742-2>

# Article summary:

1. Academic cheating has severe consequences and can negatively affect a student’s ethical and moral standards.

2. Learning goal theory suggests that students with a performance goal orientation are more likely to cheat than those with a mastery approach goal orientation.

3. Honesty-Humility is a key factor in predicting general dishonest behavior, particularly academic cheating.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article “The correlation of honesty-humility and learning goals with academic cheating” is an informative piece of research that provides insight into the relationship between honesty-humility, learning goals, and academic cheating. The article is well written and provides evidence for its claims from previous studies in the field. The authors provide an overview of the literature on academic cheating, learning goals, and honesty-humility before presenting their own research question and hypotheses.

The article does not appear to be biased or one-sided in its reporting; it presents both sides of the argument fairly by providing evidence for both sides of the debate. Furthermore, the authors provide counterarguments to their own claims which adds to the trustworthiness of the article. There are no unsupported claims or missing points of consideration as all claims are backed up by evidence from previous studies in the field.

The only potential issue with this article is that it does not explore any possible risks associated with academic cheating or any other factors related to it such as dishonesty or lack of integrity. This could be seen as a limitation as it does not present both sides equally; however, this is understandable given that this was not part of the scope of this particular study.

In conclusion, this article appears to be trustworthy and reliable in its reporting on honesty-humility, learning goals, and academic cheating. It provides evidence for its claims from previous studies in the field and presents both sides fairly without any bias or one-sidedness. The only potential issue is that it does not explore any possible risks associated with academic cheating but this is understandable given that this was not part of the scope of this particular study.

# Topics for further research:

* Academic cheating risks
* Academic dishonesty consequences
* Honesty-humility and academic performance
* Learning goals and academic success
* Academic integrity and cheating
* Academic cheating prevention strategies

# Report location:

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