**LOVE AND LIES ON ONLINE DATING PLATFORMS**

**COMPARED TO**

**ONLINE TEACHING PLATFORMS**

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Part 1: a short introduction into LIES ON ONLINE DATING PLATFORMS

**On ONLINE DATING PLATFORMS they lie about:**

* Their self-presentation such as age, height, weight,
* Their gender (Women who pretend to be men and vice versa.)
* Their profile photos (photos 10 and more years younger)
* Their name (Showing one name on the platform and using another name upon meeting. The author did the same.)
* Their age (Difficult to check without access to identity documents).
* Their professional occupation.
* Their salary. (As above, verification of this is problematic as one cannot go and talk to HR at their place of work.)
* Their ‘availability’ (This means their marital status, not if they are free to meet but if they are single or not, or still in an emotional relationship or not.)

They would also lie about:

* Alcohol consumption
* Smoking.

And:

* Other characteristics (Such as their true motive for being there, just looking for a free ‘hotel’, a free overnight stay, for avoiding traffic jams as cross-borderers. Or about animals they have or do not have, about preferences for spending vacation or free time.)

More delicate subjects are:

* Sex (This means lying about the importance of physical, sexual activity in a relationship and sexual preferences.)
* Abuse (These traumatising events in the past often represent a hindrance for future new relationships. Although, in the first place, they would NOT talk about having been abused in the past at all, only later mention it in a second or third encounter.)
* Deaths (Like abuse, fatalities represent a traumatising event in the past with often negative impacts on future relationships. If a loving partner has recently passed away, it is difficult to replace him or her entirely.)

**Deception on ONLINE DATING PLATFORMS comes from what?**

Most daters lie to make themselves more attractive.

Deception in online dating has been subject to research for the following 3 reasons:

1) by Corriero and Tong (2016) about how people misrepresent social information,

2) by Hancock and Toma (2009) about how online appearances compare to offline appearances, and

3) by Ranzini and Lutz (2017) about the relationship between personality characteristics and deception.

***Impression management*** has the objective to appear more attractive to the partner, by modifying profile information in three areas

1) physical attributes,

2) personal interests,

3) photos (Toma, 2015). Making the ‘self’ more attractive is the main objective, using impression management strategies such as photos which are not recent, nor authentic, making daters younger, taller (mostly men), and slimmer (mostly women). Ellison, Hancock and Toma (2012) compare the technique of online dating to job interviews, saying the settings are similar.

***The first impression management goal for daters***, after the initial self-presentation and the self-enhancement phase, should be to be romantically available and desirable, say Ellison, Heino and Gibbs (2006).

***The second impression management goal for daters*** should be the decision whether to meet in person or not.

**b) ‘Availability management’**

*Availability management* is the next strategy for daters, as nobody wants to appear too desperate by being always available, mobile communication makes it possible to control constantly the other’s availability. However some daters lie about their marital status, pretending to be single, while being married and therefore not being available at all.

**c) ‘Truth management’**

*Truth management* is the following strategy for daters. In everyday life it is already difficult enough to detect if somebody tells the truth or a lie and this is even more difficult to find out in online conversations. Deception is originated by lies, told by the partner, knowing that it is difficult to collect enough information about a person to be able to make the right judgement. This is the *Truth-Default Theory* of Levine (2014).

**d) ‘False consensus effect’**

d) *False consensus effect* is another strategy for daters. Epley (2015) shows that daters estimate the actions of other daters based on their own behaviour. The more they lie themselves, the more they estimate the partner also lies.

While most of the publications in the literature are about "lying in dating" ([https://scholar.google.com/scholar?hl=en&as\_sdt=0%2C31&q=lying+in+dating&btnG=](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C31&q=lying+in+dating&btnG) ) and deception, looking into differences based on personal characteristics, such as gender, age, education, marital status and physical attractiveness, this current research also looks into trust (Lewicki, and Wiethoff, 2000) and trust propensity. This includes the balancing between benefits from the online dating platforms and obvious risks daters run into using these platforms (Chen et al., 2021), between trust and distrust on them. Online dating has partially controversial information, say Chen et al., whom you can trust or not. They call it the decision paradox.

References:

<https://www.researchgate.net/publication/354676971_LOVE_AND_TRUST_PROPENSITY_ON_ONLINE_DATING_PLATFORMS_IN_THE_TIME_OF_CORONAVIRUS>

<https://www.researchgate.net/publication/354676780_LOVE_IN_THE_TIME_OF_CORONAVIRUS>

**Part 2: QUESTIONNAIRE: What do they lie about On ONLINE TEACHING PLATFORMS?**

Anonymous participation

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Questionnaire: General Questions Part 1: Please tick the right answer for the General data:

**Age: What is your age?**

* Under 12 years old
* 12-17 years old
* 18-24 years old
* 25-34 years old
* 35-44 years old
* 45-54 years old
* 55-64 years old
* 65-74 years old
* 75 years or older

**Ethnic origin: Please specify your ethnicity.**

* White
* Hispanic or Latino
* Black or African American
* Native American or American Indian
* Asian / Pacific Islander
* Other

**Education: What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.**

* No schooling completed
* Nursery school to 8th grade
* Some high school, no diploma
* High school graduate, diploma or the equivalent (for example: GED)
* Some college credit, no degree
* Trade/technical/vocational training
* Associate degree
* Bachelor’s degree
* Master’s degree
* Professional degree
* Doctorate degree

**Marital Status: What is your marital status?**

* Single, never married
* Married or domestic partnership
* Widowed
* Divorced
* Separated

**Do you have children?**

* Yes
* No
* If yes, how many? \_\_\_\_\_\_\_\_\_\_\_\_

**Do you have faith? Are you a religious person?**

* Yes, absolutely
* Yes, to some extent
* Undecided
* No, to some extent
* No, I am not a religious person at all

**Professional and/or Employment Status: Are you currently…?**

* Employed for wages
* Self-employed
* Out of work and looking for work
* Out of work but not currently looking for work
* A homemaker
* A student
* Military
* Retired
* Unable to work

**As you cannot lie about all of the above such as your age, your name, your marital status, your educational background, you marital status, Or?**

|  |  |  |
| --- | --- | --- |
| **Question** | Yes | No |
|  |  |  |
| **During your CURRENT online studies, did you lie about one of the above data such as your age, your name, your marital status, your educational background, you marital status?** |  |  |
|  |  |  |

If you answered with ‘Yes’

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| Why?Because the administrative system of the University makes it possible to lie about these data |  |  |  |  |  |

If you answered with ‘No’

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| Why not?Because the administrative system of the University makes it *impossible* to lie about these data |  |  |  |  |  |
| Because I signed a charta of Ethical behavior |  |  |  |  |  |
| Because I am an Ethical person who doesn’t cheat in general and especially not during studies |  |  |  |  |  |
| Because I love my online studies |  |  |  |  |  |
| Because I am here to learn something for my life |  |  |  |  |  |
| Why should I be lying or cheating? I am here to be truly myself. |  |  |  |  |  |
| Because University controls the authenticity of my work. |  |  |  |  |  |

**Photo used on the VLE:**

What kind of photo do you use on the ONLINE TEACHING PLATFORM?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| I don’t use any photo at all |  |  |  |  |  |
| My photo is 10 or more years older |  |  |  |  |  |
| My photo is a current photo  |  |  |  |  |  |
| My photo is representing me as I am  |  |  |  |  |  |

**And also about the photo:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| My photo is professional |  |  |  |  |  |
| My photo is from a vacation or sports event |  |  |  |  |  |
| My photo is taken so that nobody recognizes me |  |  |  |  |  |
| Taken from a distance |  |  |  |  |  |
| Taken with sun glasses, hat, scarf… |  |  |  |  |  |

**What do you lie about on ONLINE TEACHING PLATFORMS – Plagiarism yes or no?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| With TurnitIn, I cannot copy without being shown where I copied what. |  |  |  |  |  |
| Despite TunitIn, I try to copy as much as I can. |  |  |  |  |  |
| I know about Plagiarism, I signed the Plagiarism act, therefore I don’t copy without citing the source. |  |  |  |  |  |

**How else can I cheat?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| I have somebody else do entirely my research/my homework/my assignment for me. |  |  |  |  |  |
| I have somebody else do the Literature Review for me. |  |  |  |  |  |
| I ask somebody else to do the APA referencing for me. |  |  |  |  |  |
| I ask somebody else to perform the research: the data collection itself, but I write it up myself. |  |  |  |  |  |
| I ask somebody to do the analyses of the data for me. |  |  |  |  |  |
| I do the research myself, and I write it up myself, Literature Review, data collection, analyses and APA referencing included. |  |  |  |  |  |

**Availability: Do I have time for the studies or not? Or am I not available to study because of job commitments, travels to places without internet coverage, family, kids,….**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| **Do I have time for the studies?** |  |  |  |  |  |
| Do I NOT have time for the studies because of: * Job commitments
 |  |  |  |  |  |
| * Travels to places without internet coverage
 |  |  |  |  |  |
| * Family, kids
 |  |  |  |  |  |
| * Community work and commitment
 |  |  |  |  |  |

**Emotions: Do you talk about your emotions?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| I openly speak about my emotions in my online class |  |  |  |  |  |
| I better hide my emotions online |  |  |  |  |  |
| I never talk about my real feelings online in class |  |  |  |  |  |
| I had a death in the family, I didn’t talk about it |  |  |  |  |  |
| I had a death in the family, I asked for understanding |  |  |  |  |  |
| Online teaching is perfect for hiding my true emotions, like anger, fear, frustration, depression, nobody ever will know |  |  |  |  |  |
| Online teaching is perfect for showing my true emotions, like anger, fear, frustration, depression, I can openly write about them online |  |  |  |  |  |
| Online teaching allows to hide my implusitivity |  |  |  |  |  |

**APA referencing system.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| I just simply copy a referencing list from an existing research found on the internet. |  |  |  |  |  |
| I only use the authors I have read and I reference them in my references list. |  |  |  |  |  |
| I do my literature review seriously by reading the articles, publications online and reference them in-text and in the references list, by using a limited number of authors, but quality authors, not quantity. |  |  |  |  |  |

**Why do I lie? What is the reason why I am lying?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
|  |  |  |  |  |  |
| I am the student who is under economic pressure. I need to succeed to earn money. |  |  |  |  |  |
| I am the student who is under social pressure. I need to succeed my studies to have a social status. |  |  |  |  |  |
| I am the student whose personality is to lie. I simply enjoy lying. |  |  |  |  |  |
| I am the student who truly believes the lie |  |  |  |  |  |
| I am the student who lies to get admiration from others |  |  |  |  |  |
| I am the student who lies to avoid punishment |  |  |  |  |  |
| I am the student who lies to gain a reward, a diploma, fame, a status |  |  |  |  |  |
| I am the student who lies to protect others |  |  |  |  |  |
| I am the student who lies for fun |  |  |  |  |  |
| I am the student who lies to hurt others |  |  |  |  |  |
| I am the student who lies to get even with others |  |  |  |  |  |
| I am the student who lies because I don’t trust anybody |  |  |  |  |  |
| I am the student who lies because I just don’t care, I am completely indifferent, I give a s… |  |  |  |  |  |
| I am the student who lies to be accepted in a group or to be popular. |  |  |  |  |  |

Questions inspired from:

https://www.edutopia.org/blog/when-students-lie-richard-curwin

<https://link.springer.com/article/10.1007/s12144-021-01760-1>

Makowski, D., Pham, T., Lau, Z.J. *et al.* The structure of deception: Validation of the lying profile questionnaire. *Curr Psychol* (2021). https://doi.org/10.1007/s12144-021-01760-1

https://www.researchgate.net/publication/334576593\_Development\_of\_the\_Lying\_in\_Everyday\_Situations\_Scale

**And finally:**

**Comparing ONLINE TEACHING with IN-PRESENCE TEACHING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
|  |  |  |  |  |  |
| 1)I believe that ONLINE TEACHING prevents **better** from lying than IN-PRESENCE TEACHING |  |  |  |  |  |
| 2)I believe that ONLINE TEACHING prevents **less** from lying than IN-PRESENCE TEACHING |  |  |  |  |  |

**If you answered 1) The reason for this is:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| Control mechanisms are too high to lie about general aspects such as age, gender, height, weight, educational background, marital status.  |  |  |  |  |  |
| It is not important here to lie about age, gender, height, weight, educational background, marital status.  |  |  |  |  |  |
| Online learning helps students learn at their own pace |  |  |  |  |  |
| It is more convenient for students to plan their studies while carrying out their daily routine |  |  |  |  |  |
| More flexible |  |  |  |  |  |
| Gives access to modern education tools that foster learning at a faster pace |  |  |  |  |  |
| The use of interactive visuals while studying online also increases the concentration level and interests of the students. |  |  |  |  |  |

**If you answered 2) The reason for this is:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| Social distancing is a threat for social behavior |  |  |  |  |  |
| Students get isolated and antisocial |  |  |  |  |  |
| Students are alone |  |  |  |  |  |
| Students feel alone and helpless |  |  |  |  |  |

Questions inspired from:

https://kitspire.com/2021/09/24/the-future-of-education-lies-in-online-learning-heres-why/

I absolutely would like to add, say, mention, complete: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Comparing ONLINE TEACHING with ONLINE DATING**

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| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| They should make it impossible on ONLINE DATING PLATFORMS to lie about age, gender, height, weight, educational background, marital status, sexual preferences, and smoking habit.  |  |  |  |  |  |
| It is not important on ONLINE TEACHING PLATFORMS to lie about age, gender, height, weight, educational background, marital status, sexual preferences, smoking habit  |  |  |  |  |  |
| It is not important on ONLINE TEACHING PLATFORMS to find a suitable romantic partner |  |  |  |  |  |
| I could use an online teaching platform as an online romantic dating platform to find a suitable partner for me |  |  |  |  |  |
| Online teaching is only and exclusively for online teaching/learning |  |  |  |  |  |
| Online teaching is also about online friending |  |  |  |  |  |
| Online teaching is also about online networkingI found in-presence friends on online teaching platforms |  |  |  |  |  |
| I found a romantic partner (in-presence) on online teaching platform |  |  |  |  |  |
| I found a romantic partner (in-presence) on online dating platform |  |  |  |  |  |

**Hybrid learning viewpoint (combination of ONLINE and IN-PRESENCE teaching)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **(1) Strongly disagree** | **(2) Disagree** | **(3) Neither agree nor disagree** | **(4) Agree** | **(5) Strongly agree** |
| I would prefer HYBRID learning, a combination of ONLINE and IN-PRESENCE teaching |  |  |  |  |  |
| Course materials ONLINE are more challenging to follow |  |  |  |  |  |
| I have difficulty in managing my time for the ONLINE part of the program |  |  |  |  |  |
| There is a clear connection in course works done ONLINE and IN-PERSON |  |  |  |  |  |
| I prefer IN-PERSON than ONLINE teaching |  |  |  |  |  |
| I will recommend a friend to take hybrid learning |  |  |  |  |  |

**Do/did you have an account on any Dating Apps/ Websites?**

* Yes
* No
* If yes, kindly enumerate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thank you for your participation, thank you for your time!**

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