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Study Title: Evaluation of a structured on-line referencing and academic integrity training activity

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Summary of the study: This study set out to investigate the effectiveness of a new educational assessment to improve students' awareness of academic integrity and referencing conventions in academic writing in psychology. A series of on-line tasks were set up to allow students to learn about referencing and academic integrity issues such as plagiarism. Each task was accompanied by a short test and students could progress to the next learning task only when they had mastered the previous task. We examined students' understanding of, and attitudes toward plagiarism, before and after their completion of the on-line tasks (at the start and end of their first semester at university) in addition, we compared their understanding of, and attitudes toward, plagiarism with those of 2nd-year student who had not completed the training. We found that 1st year students showed a significant increase in their understanding of plagiarism and in the extent to which they considered plagiarism to be a serious issue. This improvement in understanding and attitudes was particularly evident for the forms of plagiarism that students most commonly engage in. Furthermore, after completing the training, 1st year students had a better understanding of plagiarism than did the 2nd-year students who had not completed the task. These results suggest that mastery-based on-line referencing and academic integrity training may reduce students' engagement in plagiarism.