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From plagiarism to progress: Assessing remote delivery of a post-discipline academic integrity intervention

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Abstract
This paper explores the impact of the University of Manitoba's Post-Discipline Educational (PDE) program: an institution-wide skills-based academic integrity intervention for supporting students following a finding of academic misconduct. This collaborative and holistic program launched in 2018, and provides tailored educational support from librarians, writing instructors, tutors, and academic integrity staff. While anecdotal evidence supports this educational programming, prior to this study no formal evaluation at our institution had examined its impact. This evaluation took place during the COVID-19 pandemic, creating an opportunity to gain insight into the impact of transitioning to an online learning environment in cases of academic misconduct. Results indicated that the PDE program positively affected students' intention to seek support related to their academic and non-academic needs, and increased students' confidence in their academic skills and ability to avoid future academic misconduct. Findings also suggest that the pandemic may have been an influencing factor in students' misconduct allegations and their ability to get back on track.

Keywords
academic integrity; academic misconduct; Canada; COVID-19; educational intervention; higher education; remote learning; student programming

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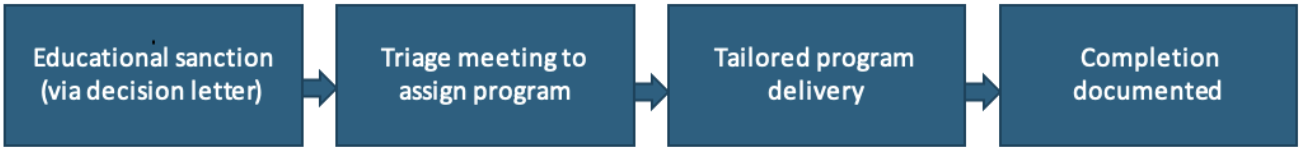
Background

In recent years, many post-secondary institutions have dealt with increasing challenges related to academic integrity (Ard & Ard, 2019; Greer et al., 2012; Kier & Ives, 2022), only made more complex by the increasing accessibility and sophistication of generative artificial intelligence (GenAI) and its inevitable integration into education and everyday life (Eaton, 2023). While proactive strategies (e.g., institutional educational strategies, just-in-time resources, academic supports) can reach students before they have opportunities to commit infractions, what happens when they engage in misconduct despite these efforts? For students who have been involved in academic misconduct, educational programming provides an opportunity for skill development and may help to decrease the likelihood of a repeat infraction (George et al., 2013; Penaluna & Ross, 2022). Although we identified some post-discipline educational measures in the literature (e.g., Benson et al., 2019; Dalal, 2015; George et al., 2013; Penaluna & Ross, 2022), it was not uncommon to see such interventions modified to incorporate a preventative approach (Benson et al., 2019; George et al., 2013).

Like other post-secondary institutions, academic integrity support at the University of Manitoba focused on preventative measures for students, such as awareness campaigns, writing and citing handouts, workshops on related topics, and ad hoc appointments, with librarians and writing tutors/instructors. Although support was also available for students involved in academic misconduct, particularly ad hoc appointments with writing tutors and instructors, there was no systematic procedure, designated service provider, or centralized record keeping to support students after their involvement in the disciplinary process. In response to this need, we launched a collaborative and multi-disciplinary educational intervention in 2018, known as the Post-Discipline Educational (PDE) program. This initiative consisted of a referral (educational sanction via decision outcome letter) from the decision maker (e.g., Associate Dean, program director) to the Academic Integrity Coordinator for a triage meeting. During the meeting, the circumstances surrounding the infraction were discussed, and an appropriate educational outcome was assigned by the Academic Integrity Coordinator and facilitated by one or more educators (e.g., writing tutors, librarians, instructors). In many cases, a reflection-based self-directed online course was also assigned, and completion of each of these educational outcomes was tracked and confirmed by the Academic Integrity Coordinator, who served as a liaison between the educational providers and academic units. See Figure 1.

Figure 1. Post-Discipline Educational (PDE) Program



Although this intervention garnered support from decision makers, faculty, and support staff, and students anecdotally reported positive experiences, there had not been any formal evaluation of the program and its impact since its inception. Three staff involved in the process – the Academic Integrity Coordinator and two librarians from different disciplines – were interested in formally obtaining direct student feedback and identifying areas of success and improvement.

The early stages of the project took place in the Fall of 2019. Through this initial work, it was decided that a survey would be designed to assess the evolution of undergraduate students' opinions of the program and understanding of academic integrity over several time points (prior, during and after programming). After receiving approval from the Research Ethics Board, the research team agreed to start collecting data in January 2020. However, due to limited resources to carry out the stages of the survey and challenges with recruitment, the team decided to simplify the study and submit an amended application to the Ethics Board. It was during the course of making amendments to the study that the University moved to a fully remote teaching and learning environment in March 2020 due to the COVID-19 pandemic.

Since it was no longer possible for students to meet with any educators in person, the entire project had to be reimagined. Additionally, the program itself needed to quickly shift to an entirely online delivery, often involving students in multiple time zones with limited or unpredictable internet access. We had revamped one of our programs into a blended-learning model before the pandemic, but most aspects of our programming were intended for in-person delivery. Many substantial changes took place in the working, learning, and personal lives of all educators and students at this time. There was no other choice but to table this project until the University community had settled into a new routine.

The study was revisited in the fall of 2020, during which time we developed an entirely new ethics proposal. While we remained interested in obtaining information about the program's impact and how it could be improved, we also hoped to gather insights regarding students' experiences in completing the PDE program in a fully remote learning environment. Although we did not know the future of online learning, we predicted that a shift to a hybrid or online environment would be likely, and the PDE program would need to adapt to this model even once the University emerged from this global crisis. These changes highlighted the need to address student involvement in PDE during the pandemic. Eligibility was also expanded to include both undergraduate and graduate students.

Literature Review

Higher education has responded to academic misconduct in many ways, both preventative and punitive (Ard & Ard, 2019). Some interventions aim to police plagiarism, focusing on its dangers and emphasizing why it should be feared (Ard & Ard, 2018; Gullifer & Tyson, 2010). While this messaging can potentially help students avoid misconduct, it may also increase their hesitancy to incorporate key writing skills, such as paraphrasing, within their work (Rossi, 2022). Further, international students can be negatively impacted by a fear-based approach to academic integrity as they are often already less confident when writing in an additional language (Adhikari, 2018), and many associate the concept of academic integrity with fear, anxiety, and confusion (Sanni-Anibire et al., 2021).

Park (2004) encourages institutions to develop a more positive strategy centred on providing educational opportunities related to academic integrity. Similarly, Greer et al. (2012) stress the need to "educate, inform, [and] equip students with the skills to enter into the ongoing discourse about what it means to be a scholar and what it is to participate properly in the scholarly community" (p. 252). This way of thinking has prompted many changes within educational interventions (George et al., 2013; Greer et al., 2012; Penaluna & Ross, 2022; Rossi, 2022), including highlighting the need to foster cultures of academic integrity at the institutional level (Stoesz et al., 2020). Over time, many institutions have reframed their existing interventions, focusing on helping students develop skills related to writing and research, such as citing or paraphrasing, and highlighting the advantages of applying these skills effectively (George et al., 2013; Greer et al., 2012; Rossi, 2022).

Post-disciplinary interventions represent a variety of instructional formats, such as workshops, courses, tutorials, and reflective practices (e.g., Benson et al., 2019; Dalal, 2015; George et al., 2013; Penaluna & Ross, 2022). However, Rossi (2022) affirms that while plagiarism should not be the key focus when teaching skills such as paraphrasing, demonstrating the relationship between paraphrasing and academic integrity is an important step. This allows students to understand that they are expected to incorporate sources in an ethical way, ensuring that authors' works are treated with fairness and

respect (Rossi, 2022).

In our review of the literature, we took note of a small number of documented educational interventions at other post-secondary institutions that, like our programming, target students who have already engaged in misconduct. One institution incorporated a reflective practice experience once a plagiarism case was confirmed, in which the student and instructor would meet and participate in a reflective dialogue, followed by the choice of completing a reflective essay or attending an educational session. In this case, all students chose the essay option (Dalal, 2015). At another institution, two academic workshops are offered, focused on the themes of plagiarism avoidance and peer collaboration. The sessions are delivered multiple times a year and have increased in frequency since their inception. Although facilitators are unaware of students' specific allegations, they communicate regularly with faculty to stay up to date regarding patterns or trends related to students' challenges with academic integrity. While the workshops are intentionally general, receiving these updates allows facilitators to highlight relevant content and update the sessions as needed to better reflect students' lived experiences (Penaluna & Ross, 2022).

Some institutions have modified their initial approach from being solely focused on post-disciplinary support to including preventative educational opportunities. One example is from the University of Bradford, where the library created a Plagiarism Awareness Program. Students involved in academic misconduct attended a presentation led by subject librarians and then completed exercises online related to plagiarism and referencing (George et al., 2013). After a few years, academic integrity efforts expanded to include a mandatory preventative course for all new students known as the Plagiarism Avoidance for New Students (PANS) course. Although the original post-disciplinary program remained active, statistics indicated a decrease in referrals to the program after PANS was made available (George et al., 2013).

Initially, McEwan University concentrated on post-disciplinary education, creating an online tutorial to support students involved in academic misconduct (Benson et al., 2019). The tutorial comprised four modules focused on key themes such as academic integrity, citations, forms of misconduct, and violations of the institution's Academic Integrity Policy. There was a quiz for each module that required at least 80% as a passing grade. This resource was later re-imagined to incorporate a proactive approach, and as a result, the tutorial was eventually made available to all university students (Benson et al., 2019).

As online course instruction has increased, so has the online delivery of academic integrity interventions (Ard & Ard, 2019; Benson et al., 2019). Many of these instructional opportunities are offered via an institution's learning management system (LMS), which helps make them accessible to large groups of learners, such as first-year students or those in specific faculties and departments (Greer et al., 2012; George et al., 2013; Gunton, 2022; Lomness et al., 2021). Many online tutorials incorporate elements such as minimal text and interactive, game-based elements, which can lead to increased engagement and better retention of information, as well as help students achieve higher grades on related tests (Ard & Ard, 2019; Benson et al., 2019; Bingham et al., 2016; Kier, 2019).

In some cases, instances of academic misconduct could be mitigated through positive classroom and thoughtful pedagogical design. Instructors play a key role in helping students understand the expectations of academic integrity via course assignments and identify opportunities for skill development in related areas, such as citing sources (Hunter & Kier, 2022). Hunter & Kier (2022) argue that students may also be less likely to engage in plagiarism if given more creative assignments. Despite the positive impact of such scenarios, instructors often lack time in the classroom to engage in such practices consistently, if at all (Greer et al., 2012; Rossi, 2022).

Methodology

After receiving approval from the Research Ethics Board, recruitment messages were distributed to students who met the criteria for survey participation. This information was shared via email with undergraduate graduate students involved in the PDE program after they had completed their final meeting with an educator. Recruitment was conducted by a research assistant uninvolved in the PDE process. Recruitment messages were sent to 72 students between April and November 2021. In the recruitment message, students were asked to participate in an online survey created via the LibWizard platform. In the survey, they would share their experiences with PDE programming in a remote learning environment during the COVID-19 pandemic. Students needed to click on a link within the email to access the consent form and survey. In addition to introducing the study, the consent form clarified that students' participation had no bearing on the discipline process and would not be shared with decision makers. Those who participated received a $15 gift card.

In total, we collected survey data from 18 students. After the information was collected, it was anonymized by the research assistant. This additional measure was taken to ensure students did not feel coerced to participate due to an existing relationship with the educator. Once anonymized, responses were categorized according to pre-determined sections of the survey, including demographics, seeking help, learning remotely, using source material, and final reflection questions. Jamovi, an open-source statistical software program, was used for further analysis of the data.

Results

Demographics

A total of 18 students participated in this study, 47% of which identified as Canadian and 53% as international students. Most respondents indicated that English was the only language they spoke, although 28% of respondents spoke two or three languages in total, including French, Tagolog, Vietnamese, Tegulu, and Maurician Creole. Participants represented a variety of faculties including Environment, Earth and Resources, Agricultural or Food Sciences, Arts, Graduate Studies, Science, Engineering, and undeclared first-year students. The most common faculty was the Faculty of Arts which represented 56% of respondents. When asked how many years they had been studying at the University of Manitoba, responses were evenly distributed, ranging from less than 1 year to 4 years.

In addition to their initial triage meeting with the Academic Integrity Coordinator, 50% of respondents met with a writing/study skills tutor. A smaller proportion of students also met with educators such as librarians or writing instructors or attended an academic skills workshop. As data collection took place during a time when the university was almost fully remote, communication with educators occurred most frequently via Zoom, although email was also common.

Seeking Help

Participants in this study were asked a number of questions about seeking help, based on their experiences in completing the PDE program. When asked if participants knew which campus services to contact for academic-related concerns such as writing, research, and time management, 90% either agreed or strongly agreed. For non-academic concerns, such as financial aid, spiritual care, or mental and physical health, 78% of respondents were aware of appropriate resources. Many participants also indicated that they knew it was okay to ask for help from various supports – both for academic and non-academic needs – and that they were aware of how to book consultations with the appropriate staff or educators at the University if needed.

Remote Learning During COVID-19

Only 6% of respondents indicated that it was either easy or very easy to keep up with their workload in remote classes. Of those who participated, 56% considered it difficult or very difficult to ask for help in a remote learning setting compared to an in-person environment. Responses varied greatly regarding the impact of remote learning on participants' ability to understand how academic integrity rules applied to course assignments or exams. For 50% of respondents, the most common issues during remote learning were time management and communicating with fellow students. The top challenges for students included technology issues, such as those related to equipment or internet connections, test anxiety and understanding the expectations of course instructors.

Using Source Material

All participants agreed or strongly agreed that they knew how to demonstrate which ideas or concepts in an assignment were not their own. Of those who participated in the survey, 94% either agreed or strongly agreed that they could express ideas in their own words, whereas 89% either agreed or strongly agreed that they understood the difference between quoting and paraphrasing. All students indicated that they knew how to provide references for books, articles, and websites, among other sources. They also knew how to search for peer-reviewed and non-scholarly sources to use in their coursework, and when evaluating sources, did not struggle to identify whether something would be useful or credible. All participants indicated that they knew how to keep track of their sources. When asked about using citation generators, 61% of participants did not trust citation generators to create their references.

Moving Forward

After completing the PDE program, 94% of survey participants felt more confident that they could avoid academic misconduct in the future. A total of 95% of participants were more aware of areas for improvement in their academic skills, and 83% were more aware of strategies that would be helpful for remote learning. After meeting with educators in the program, 89% of students agreed or strongly agreed that they were more likely to reach out for assistance in the future if it was needed. After completing post-discipline education, 89% of respondents indicated that they were also more likely to use synchronous resources (e.g., additional meetings with a librarian, advisor or tutor, attending a live workshop), while 78% were more likely to engage with asynchronous resources (e.g., handouts, video tutorials, recorded workshops). After completing the program, students had differing opinions about whether they experienced less stress with remote learning. While 28% of students did not experience less stress with remote learning after completing post-discipline education, 45% did experience less stress. Student responses were measured within 1-4 weeks following the end of their post-discipline education.

Student Reflections

When asked about skill development in an open-ended question (see Appendix A, Question 31), participants indicated that many of the new skills they obtained by completing the post-discipline support program were related to writing or research. Some referred to the skills they acquired using broad terms such as "writing skills" whereas others cited more specific practices such as paraphrasing, note taking, citing, using references, summarizing, and paraphrasing, among others. When asked to identify the most important thing they learned, responses varied greatly, though a handful of common themes emerged related to citing, avoiding plagiarism, writing, and asking for help. One student noted that a takeaway from this process was that "everyone makes mistakes in university."

n terms of how participating in post-discipline education impacted students' views of academic integrity, participants indicated that they were more aware of what academic integrity involves and how to apply it in their coursework. Final reflections on the student experience identified issues such as communication with professors, more effective remote course instruction, and general frustrations about the discipline process (e.g., severity of consequences, duration of disciplinary process). While these aspects are not specifically related to the delivery of post-discipline education, they may have been influenced by students' experiences within a remote learning environment during the COVID-19 pandemic.

Discussion

The main objective of this study was to formally gather information regarding student experiences with post-discipline educational programming. Although some examples of educational interventions in cases of academic misconduct exist in the literature (Benson et al., 2019; Dalal, 2015; George et al., 2013; Penaluna & Ross, 2022), there is a lack of evidence on the impact of such interventions on students involved in the disciplinary process. This served as impetus for us to formally gather data on whether such programming supported students in making the transition back to successful studies. Considering the multi-faceted nature of academic misconduct, it was vital that we gather feedback not only on misconduct, but on other key behaviours and skills related to help-seeking, online learning, and non-academic supports.

This study was completed during a unique time in history when all teaching and learning (except for a small number of health sciences programs) transitioned to a remote setting at our institution because of the COVID-19 pandemic, and there was great uncertainty regarding when or if a return to normal was possible. Although we were required to shift our focus to the delivery of post-discipline education in a remote environment, since most institutions have maintained remote and hybrid methods of delivery in a post-pandemic era, we believe our study has implications that extend beyond the COVID-19 pandemic.

Our first key finding was that completing post-discipline education appeared to impact student attitudes towards help-seeking in both academic and non-academic matters. More than half of students struggled to ask for help remotely as compared to an in-person environment (see Appendix A, Question 16). While this may have been influenced by the challenges students faced when trying to keep up with their course workload, or additional factors such as detrimental effects of the pandemic on mental health, students were 89% more likely to reach out for assistance after completing the PDE program. While we did not formally assess students' help-seeking behaviours and knowledge through a pre-test prior to this programming, the data suggests that the program had a positive effect on their willingness to seek support. This is particularly promising as students involved in the disciplinary process often experience negative emotions, such as shame and guilt (Dalal, 2015) that may decrease the likelihood of seeking support following an infraction. A primary goal of post-discipline education is to normalize help-seeking to build the academic and non-academic skills necessary to be successful as a university student. Furthermore, one of the top challenges identified by students in our survey was related to understanding course expectations. Our hope is that an improved attitude towards help-seeking results in students reaching out to their instructors to clarify these expectations, which is a common area of confusion that leads to academic misconduct.

Another takeaway from this work was the confirmation that students faced many hardships when learning remotely that may have contributed to their misconduct or exacerbated their ability to recover from an academic setback. Respondents cited technology as one of their top challenges in remote learning, though the specific challenges of each participant's situation are unclear. Interestingly, students varied greatly when asked if they understood how academic integrity rules applied within a remote setting, suggesting that online exams, assignments, and course communications may pose additional barriers to students meeting academic integrity standards.

A major theme that emerged from the data was students' increased confidence after completing the PDE program. Almost all participants were more aware of where improvement was needed and believed they could avoid academic misconduct in the future (see Appendix A, Questions 30-31). Similarly, anecdotal experience running the program for the past several years suggests that this type of programming could help students avoid a repeat allegation of academic misconduct.

Most students indicated that after post-disciplinary education they had the skills and knowledge to properly integrate sources, keep track of sources, and evaluate the legitimacy of sources. Given that the largest proportion of academic misconduct at our institution and most others involves plagiarism, this is further support for post-discipline education as a practical measure for helping students build the skills and practices to support effective writing. We believe that post-discipline education empowers students to take charge of their own academic and personal success by identifying gaps in their knowledge and skills and seeking appropriate supports to move forward after the disciplinary process.

Despite challenges posed by the COVID-19 pandemic, shifts between on-campus and remote learning, various staffing changes within our departments, and a small sample size, we feel our study is a strong preliminary step in better understanding the student experience through post-discipline educational programming. Our hope is that documenting the challenges and successes of this study will be of benefit to practitioners and researchers aiming to strengthen the argument for implementing post-discipline educational interventions.

Limitations

Based on the number of post-discipline cases per year, we were hopeful that we could collect 50-100 responses for this research. However, the participation rate was significantly lower, at 25% (n = 18). There are several reasons as to why this may have happened. For example, many students experienced mental health challenges in response to the COVID-19 pandemic, especially in the province of Manitoba, which had some of the strictest regulations in the country (Kives, 2021). The University of Manitoba shut down in March 2020 but did not resume a fully in-person learning environment until the Fall 2022 term, resulting in two consecutive years of remote post-secondary education (Hoye, 2022). Lockdowns and social distancing greatly limited the ability to connect with others in person, negatively impacting students' emotional well-being (Jeste et al., 2020; Wang et al., 2021). Stress levels were also affected by the pandemic due to frequent challenges with technology, academics, finances, and home learning environments (Jackson & Serenko, 2023; Sukhawathanakul et al., 2022). Although some students may have used physical activity as a coping mechanism during the pandemic, others experienced many difficulties related to physical health, such as less exercise, poor nutrition, and inadequate sleep, all of which made academic engagement more difficult (Ferguson et al., 2021; Sukhawathanakul et al., 2022), and we observed this during appointments with students in our program.

The severity of the province's restrictions coupled with the uncertainty of the pandemic itself may have naturally contributed to students' disinterest in the survey, especially when it required them to spend even more time online in front of screens. According to Jackson & Serenko (2023), students spent a lot of time online beyond what was required for remote learning to help reduce stress and stay in touch with others. However, this may have led to students burning out and needing a break from screen time.

In addition, shared living situations may have created an atmosphere where it was not possible for students to have privacy, or where they were surrounded by too many distractions in order to be able to focus on completing a survey. During the pandemic, students were unable to utilize appropriate study spaces on campus which are intended to promote and encourage effective work and study. Instead, they were obligated to complete coursework in a home environment that may not be a conducive space for academic work, thus leading to more stress and making it less ideal to complete voluntary tasks (Jackson & Serenko, 2023).

Lastly, due to our single survey methodology, we are unable to make definitive statements about the impact of the survey long-term, or address other metrics of student progress and success, such as graduate rate, GPA, and instances of repeat allegations. As practitioners working daily with students and completing this research in addition to our regular duties, our resources were limited and we were unable to conduct surveys at several time points, gather additional metrics, or expand the scope of our study to gather data that was not self-reported.

Future Directions

It is worth noting students' responses to questions about their skillsets. Most agreed or strongly agreed when asked whether they could complete various tasks related to research and writing. However, because the questions were delivered after students had met with the appropriate educator(s), there is no way of knowing whether the skills discussed were obtained from prior learning, or through their experiences with post-discipline support. Therefore, although we are optimistic that students improved their skills through this process, we cannot definitively identify post-discipline education as the main reason. Future research could incorporate a skills demonstration in order to strengthen connections made between post-discipline education and self-reported skills assessments.

It would also be interesting to learn more about students' opinions and experiences regarding GenAI, as these tools have become widely accessible since this study was conducted. This theme was only captured in one question, asking whether participants trusted citation generators. Of those who responded, 11% indicated that they trusted citation generators even though they are frequently discouraged from using them by all educators involved in this process, as well as many professors and instructors. A recent study surveying 1000 college students indicated that of the 33% using ChatGPT for their schoolwork, 75% chose to use AI even though they thought it counted as cheating (Intelligent, 2023). The use of GenAI in an educational setting presents one of the greatest areas of uncertainty and most prevalent challenges to educators both within and beyond the PDE program at the time of this article.

Although we are encouraged by our results suggesting the value of post-discipline education in a remote setting, we acknowledge the unique time in which this study was conducted. Future research would be valuable to re-examine the impact of this programming when delivered in an in-person or hybrid format.

Finally, we were limited in the nature of the data we were able to collect. Our institution does not utilize a centralized record-keeping system for disciplinary cases, making the synthesis of this information with student responses particularly challenging. Future research that endeavours to collect metrics on graduation rates and GPA, in combination with repeat infractions and other discipline-related information, would shed further light on the impact of PDE. In addition, including insights obtained from librarians, writing tutors, advocates, advisors, or other University staff involved in this process would highlight an area of this research that is currently unexplored, and contribute to a more well-rounded evaluation of PDE.

Conclusion

Even though our research team had hoped for a higher participation rate, we are aware of the barriers created by the COVID-19 pandemic and sensitive to the many challenges students faced during this time, both academically and more broadly. The lower response rate is suggestive of the emotional and physical toll of the pandemic and is not indicative of a failure of the survey itself, which we believe validates post-discipline education as an effective means of supporting students to build their skills and reflect on their understanding of academic integrity following an incident of academic misconduct. We also believe that the data from this study can inform colleagues involved in this work who are interested in exploring ways to support students in developing practices of integrity in their coursework.

This is the first study to our knowledge that evaluates a post-disciplinary intervention for academic integrity during the COVID-19 pandemic; a time when all educational services took place remotely. While we were prepared to modify the program based on students' feedback, most survey participants indicated that it worked well in its current format. Responses also confirmed that PDE helped students learn about resources and skills that will benefit them in their future academic experiences. Although the initial survey data is a good starting point, it would be beneficial to run the survey again, not only to increase the amount of available data, but to collect information from students in an in-person or blended-learning learning environment.

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Appendix: Delivery of Post-Discipline Education in Cases of Academic Misconduct During COVID-19 (Survey questions)

Section 1: Demographics

1. Please indicate your student status:
   - ☐ Canadian
   - ☐ International
   - ☐ Permanent Resident
2. Please choose which of the following languages you speak fluently:
   - ☐ English
   - ☐ French
   - ☐ Cantonese
   - ☐ Mandarin
   - ☐ Italian
   - ☐ German
   - ☐ Punjabi
   - ☐ Tagalog
   - ☐ Spanish
   - ☐ Other
3. Faculty, School or College:
4. Department (if applicable):
5. How many years have you been a student at the University of Manitoba?
   - ☐ less than 1 year
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5
   - ☐ more than 5
6. Please select which of the following educators you met with:
   - ☐ Academic Integrity Coordinator
   - ☐ Librarian
   - ☐ Writing/Study Skills Tutor
   - ☐ Writing Instructor
   - ☐ Participated in an academic skills workshop
7. Which application(s)/platforms did you use to connect with your educator (select all that apply):
   - ☐ Phone
   - ☐ Email

- ☐ Zoom
- ☐ WebEx
- ☐ Other

Section 2: Getting help

Please rate the following statements from 1-5 (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree).

Based on my experience completing post-discipline educational programming...

8. I know which campus services to contact for specific concerns related to my academics (i.e., writing, research, time management, etc.).
9. I know which campus services to contact for non-academic concerns (i.e., financial aid, mental and physical health, spiritual care, making friends).
10. I know it is acceptable to ask for help from a writing/study skills tutor, writing instructor or librarian at any stage of working on course assignments.
11. I know how to book an appointment with a writing/study skills tutor or writing instructor for help with my writing and/or study skills.
12. I know how to book an appointment with a librarian for help with finding, evaluating, and citing sources.
13. I know that asking for help with academic skills from University staff is a normal part of the student experience.
14. I know that asking for help from University staff when facing challenges outside of academics is a normal part of the student experience.

Section 3: Learning remotely during COVID-19

Please rate the following statements from 1-5 (1 = very difficult, 2 = difficult, 3 = neutral, 4 = easy, and 5 = very easy).

Based on my experience as a student during the COVID-19 pandemic, I found...

15. Keeping up with my workload in remote classes.
16. Asking for help in a remote learning setting compared to an in-person setting.
17. Understanding how academic integrity rules apply to remote course assignments.
18. Understanding how academic integrity rules apply to writing an exam remotely.
19. Please select your top three challenges as a student during the COVID-19 pandemic:
    - ☐ Time management
    - ☐ Technology issues (i.e., equipment, internet connection)
    - ☐ Course workload
    - ☐ Test anxiety
    - ☐ Communicating with fellow students
    - ☐ Completing in-person course components (i.e., labs)
    - ☐ Understanding course instructor expectations
    - ☐ Seeking help from course instructors
    - ☐ Setting up a quiet and comfortable study space
    - ☐ Contacting a university staff member
    - ☐ Finances
    - ☐ Other

Section 4: Using source material

Please rate the following statements from 1-5 (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree).

Based on my experience completing post-discipline educational programming...

20. I know how to show which ideas or concepts in my assignments are not written by me.
21. I know how to express a concept or idea in my own words.
22. I understand the difference between a quotation and a paraphrase/summary.
23. I know how to provide references for sources (i.e., books, articles, websites, etc.) used in my academic work.
24. I know how to effectively search for appropriate sources (i.e., books, articles, websites, etc.) to use in my academic work.
25. I know how to find quality, peer-reviewed scholarly sources for my courses.
26. I know how to find quality, non-scholarly sources for my courses.
27. I know how to select a source for an assignment based on its usefulness and credibility.
28. I know how to keep track of the sources I am using.
29. I do not trust citation/reference generators to create my citations.

Section 5: Moving forward

Please rate the following statements from 1-5 (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree).

Now that I have completed post-discipline educational programming...

30. I am more confident that I can avoid future academic misconduct at the University of Manitoba.
31. I am more aware of areas for improvement in my academic skills.
32. I am more confident in my academic skills.
33. I am more aware of strategies that will be helpful for remote learning.
34. I am more likely to reach out for assistance if I need help in the future.
35. I am more likely to use SYNCHRONOUS resources provided by the University (i.e., librarians, writing/study skills tutors, live workshops, advisors, etc.)
36. I am more likely to use ASYNCHRONOUS resources provided by the University (i.e., handouts, video tutorials, recorded workshops, etc.).
37. I am experiencing less stress with remote learning.

Section 6: Final reflection questions

Think about your experience completing post-discipline education.

38. What new skills did you develop?
39. What is the single most important thing that you learned?
40. How has your understanding of academic integrity changed?
41. Is there anything that could have improved your experience?