

# LEARNING ABOUT ACADEMIC INTEGRITY AND ETHICS USING MOBILE TECHNOLOGIES AND AUGMENTED REALITY

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## PAPER ABSTRACT

*Imbuing the importance of behaving with integrity in our students is one of the most important goals of tertiary education in the 21st Century. Higher education institutions worldwide are facing a surge of academic dishonesty aided by the advances in information technology (IT). In light of this, this project makes use of IT to combat an issue made worse by IT, and aims to help students develop the concepts of academic integrity and ethics. In particular, it aims to help students internalize their learning and adopt an intrinsic mindset to behave ethically and act with integrity throughout their professional and personal lives.*

*Augmented Reality (AR) is an excellent tool to achieve this objective. AR superimposes digital information and communication channels on real-world environments, thus allowing educators to leverage everyday contexts for the purpose of situated, embodied learning supported by digital materials.*

*This project takes the approach of an “AR learning trail”, in which students visit various locations around the university campus and make use of their mobile devices to retrieve different information, consider different ethical scenarios, and produce ethical responses under different circumstances. Interactive contents are retrieved using AR technologies (QR code scanning, geo-location mapping, and image recognition). Students are also asked to discuss ethical matters within an online learning management system (LMS) to reflect on what they have learned from the learning trail.*

*This presentation will demonstrate the design of AR learning trails and activities. A pilot learning trail, Trail of Integrity and Ethics 1 (TIE 1), has been set up and trialed at Hong Kong Baptist University with two student cohorts. Students responded to a post-trail survey, which revealed a positive overall user experience and a high level of interest in the learning trail. Students also provided qualitative feedback, which suggested possible improvements to the learning activity design.*