Results

Discussion and conclusions

Method

Sample 2013 students from 31 face-to-face universities in Ecuador, 51.7% of whom were women and the remaining 48.3% men.

The instrument was based on questionnaires of “The Internet Catalonia project” (UOC, 2003) and on questionnaires of the Digital Literacy in Higher Education project (DLINHE, 2011).

A number of student classifications were established with the non-hierarchical K-media algorithm based on the utilization of technological tools in the learning process and according to the students’ willingness to use technology.

The chi-square statistic and Pearson’s R as well as Linear and Tobit regression were used for the relations search, where academic success and level of plagiarism acted as dependent variables.

If we relate the number of queries sent by students to the teacher and academic success: the more queries the less the student fails.

Participation in academic forums has a negative impact on academic success since they can be considered a distracting factor.

Introduction

The inclusion of technology in education generates different effects on students’ academic performance. Technology can help improve learning, but it can also cause some problems related to distraction which are likely to result in not assimilating the content and, consequently, in a low mark.

The arrival of the Internet has led to a growing wealth of sources which are not only easily available but also easy to plagiarize.

Consequence: plagiarism is increasing, and that has caused great concern in the academic world. In the field of higher education, the growth of plagiarism has been a constant reason for unrest during the last few years. The teaching staff is increasingly worried by the frequency and the apparent lack of awareness amongst students when it comes to plagiarizing.

In 2008 survey conducted by the companies Six Degrés and Le Sphinx Développement the Internet as the main source of documentation and more than 40% of students admitted that they had never cited their sources.

Some factors which encourage plagiarism amongst students:

– lack of academic integrity
– excessive workloads
– lack of awareness about whether they are plagiarizing or not

The level of knowledge about the Internet affects the level of plagiarism; the higher the level of knowledge, the higher the level of plagiarism.

Another variable that has a significant impact is the number of hours the student connects per day; as the number of hours increases, so does the level of student plagiarism.

If we relate the number of queries and the students to the teacher and academic success the more queries the better the academic success.

Participation in academic forums has a negative impact on academic success since they can be considered a distracting factor.