

Authorship conflicts often arise over misunderstandings about what authorship *is*.¹



- Little formal training on authorship exists.
- Students learn authorship “norms” through personal experiences (i.e., the “hidden curriculum”).²

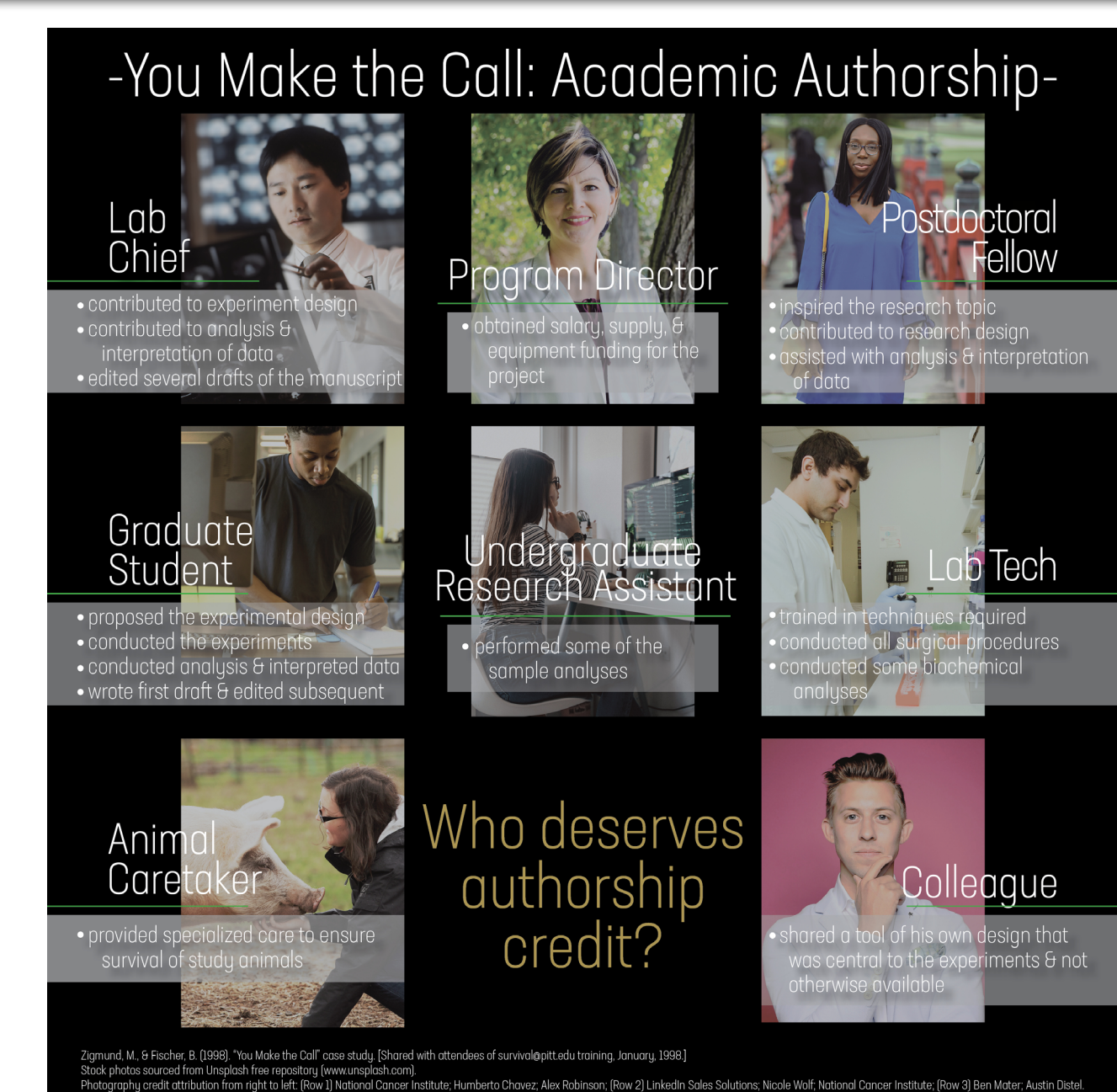
Another boring training?
Not this time.



module #1.

Introduce a complex topic/ set baseline understanding

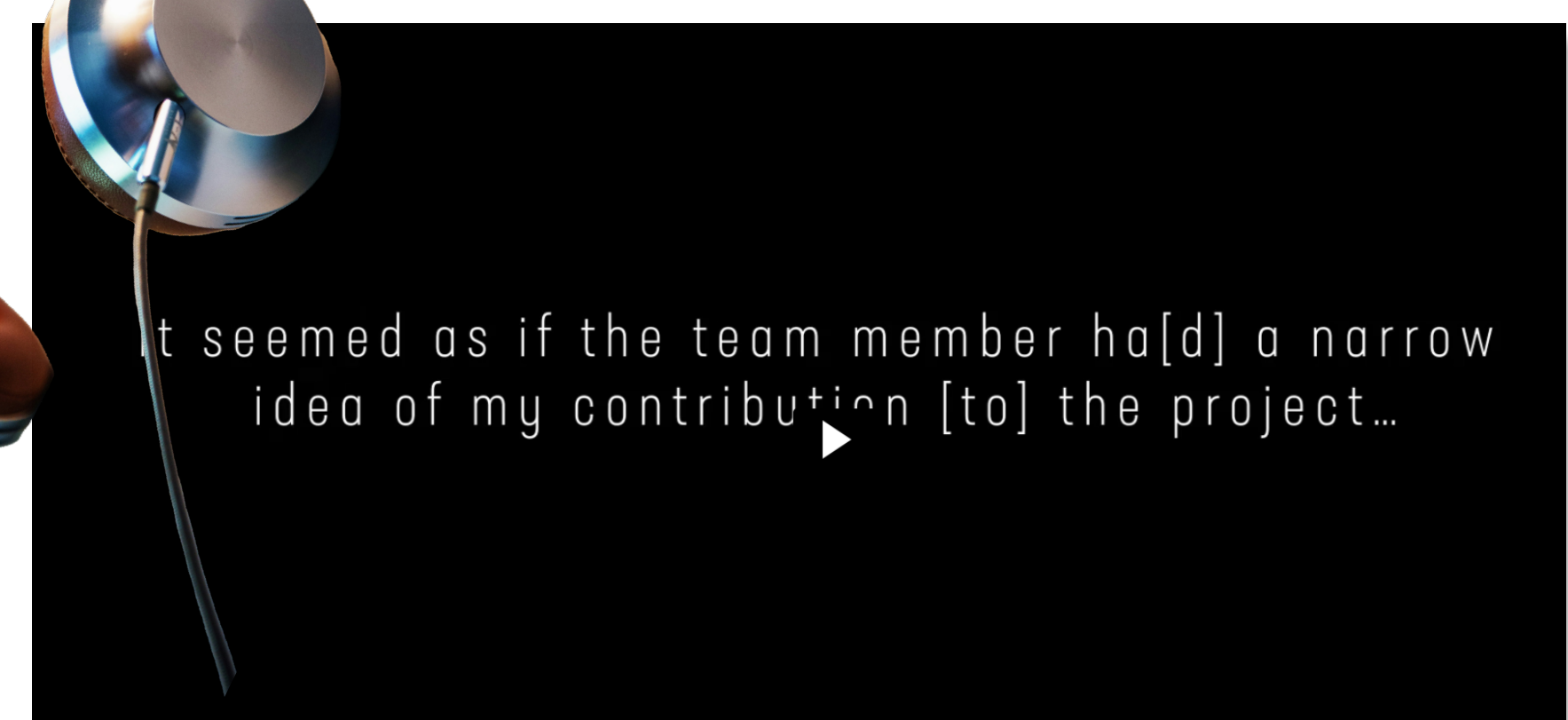
- <7-minute narrated video set to “b-roll” footage.^{3,4}
- “Simple” case study: Students make judgments based on limited information (depicted visually).



module #2.

Illustrate complexity using real-world examples

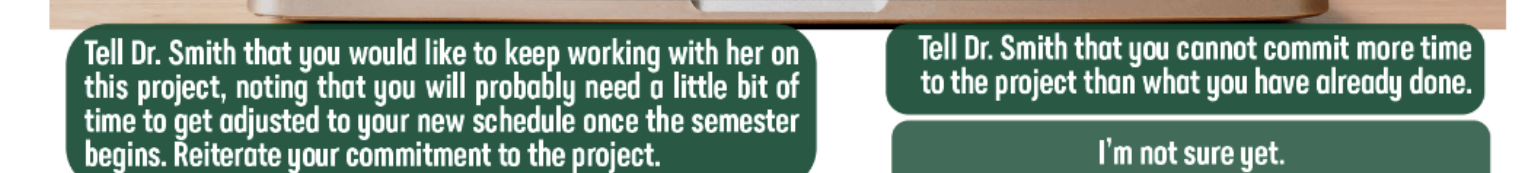
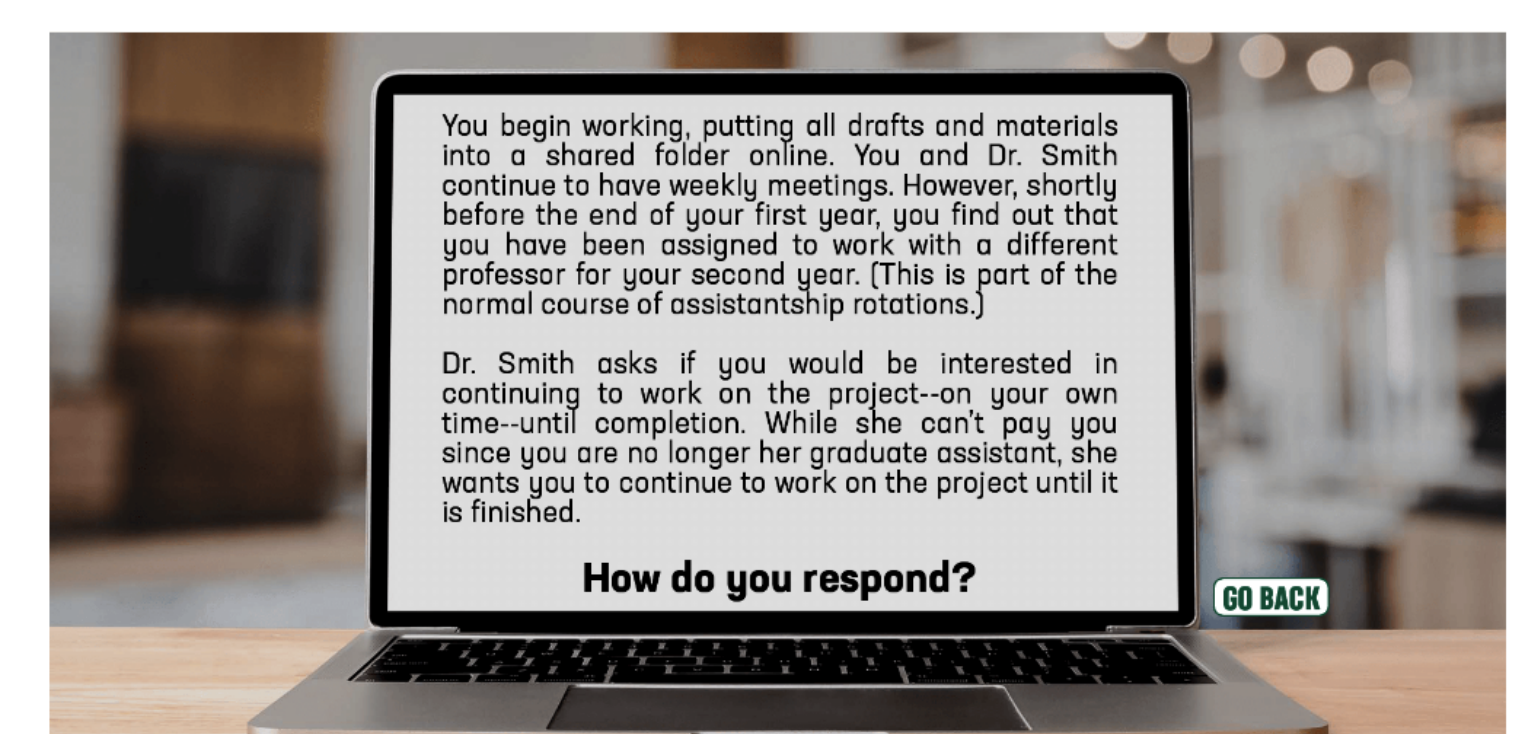
- “Podcast-style” video: Real accounts of authorship miscommunication shared anonymously.⁵
- Traditional case study: Trusted tool used to complement the “newer” technique (podcasts).



module #3.

Simulate interactive personal experience: Students apply knowledge & make decisions

Interactive simulations are effective, engaging instructional tools that place students in hypothetical situations, requiring them to make choices that have consequences and allowing them to (sometimes) receive feedback.⁶



module #4.

Provide opportunity for real-life application

- <5-minute explanatory video (specific elements of authorship agreement).
- Students are encouraged to use agreement with existing & future authorship teams.

References

- Ethics of Authorship Survey: Internal institutional survey of graduate students and graduate faculty involved in collaborative research. Contacted at the University of North Carolina at Charlotte, September 2020.
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- Idunneson, J. L., & Cumming, T. M. (2022). Preparing in higher education as a component of Universal Design for Learning: A systematic review of the literature. *Innovations in Education and Teaching International*. DOI: <https://doi.org/10.1080/17513758.2022.2075632>
- Wagner, E., Ryan, J., Junius, K., Squire, R., D'All, B., & Ventura-Pun, N. (2020). Teaching responsible conduct of research through an interactive story-based game. *CHI Conference on Human Factors in Computing Systems*. Extended Abstracts, April 18-20, 2020, Honolulu, HI.
- We conducted focus groups with online course participants on 02/18/2023, 02/16/2023, and 02/24/2023. Participants took the course across various semesters, beginning in Fall 2023.

participants say: Starting with background info (Module 1) is crucial. ● Hearing personal stories in different voices makes the issues more real. ● The personal application was the most salient experience & most helpful overall. ● The simulation assignment was especially helpful & engaging. Students like receiving feedback through the simulation & other interactive elements.