

# Academic Integrity Quest: Anti-Plagiarism Game

**YouTube Link:** <https://jexed-games.itch.io/anti-plagiarism-quest>

**Authors:** Dr. Irene (J.C.) Lubbe and Dr. Terence S. Govender

#### Affiliations

Curriculum & Learning Developer,  
University of Canterbury, New Zealand;  
Instructional Technology Consultant:  
Indiana University Columbus Center for  
Teaching and Learning, Indiana, USA

#### ORCID links

<https://orcid.org/0000-0003-0683-7234>  
<https://orcid.org/0000-0001-9145-040X>

#### Correspondence to

Dr. Irene Lubbe

#### E-mail

[irene.lubbe@auckland.ac.nz](mailto:irene.lubbe@auckland.ac.nz)

#### Dates

**Received:** 1 July 2025  
**Revised:** 30 October 2025  
**Accepted:** 21 November 2025  
**Published:** 10 December 2025

#### How to cite

Lubbe, J.C. and Govender, T. (2025)  
'Academic integrity quest: Anti-plagiarism  
game,' *jexed*, 1(1). 33 pages. [Kry DOI](#)

#### Article includes

- Peer review
- Supplementary material

#### Data availability

- Open data set
- All data included
- On request from author/s
- Not available
- Not applicable

#### Editor/s

Dr. Irene Lubbe

#### Funding

No funding was received for this article.

#### Conflict of interest

None.

## Abstract

This artefact presents an innovative educational game designed to introduce students to various types of plagiarism in an engaging and interactive format. Set against the backdrop of ancient times, this single-player quest-based game offers a unique approach to teaching academic integrity. Players embark on a 20-minute journey, navigating through challenges that require solving riddles and quizzes to progress. Each obstacle encountered represents a different form of plagiarism, allowing students to learn about these concepts in a contextualised and memorable way.

The game's immersive storyline and period setting serve to captivate the player's attention, making the learning process enjoyable and effective. By gamifying the often daunting topic of plagiarism, this educational tool aims to increase student engagement and retention of key concepts. The interactive nature of the game encourages active learning, enabling students to apply their understanding of plagiarism in practical scenarios.

This gamified approach to teaching plagiarism awareness can significantly enhance students' understanding and retention of the subject matter compared to traditional instructional methods. This game's potential for adaptation to various educational levels and its implications for improving academic integrity in higher education are also explored.

**Keywords:** Academic integrity, game-based learning, personalised learning, plagiarism, interactive gaming