

Corrigendum to: Decision-making patterns among university students: an exploratory study using an educational simulation game

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DOI Corrigendum: <https://doi.org/10.29316/rs/241723>

Following publication of the article, the author conducted an additional verification of the in-text citations, reference list, and source data underlying the reported analysis. This verification identified bibliographic inaccuracies and inconsistencies in the reporting of the contingency table and the corresponding statistical test. The author wishes to correct these inaccuracies so that the published record accurately reflects the sources used and the underlying empirical data.

The following corrections should be made:

1. In-text citation, page 130

Currently appears as:

(Zimmerman, 2008; Panadero, 2017; Henderikx et al., 2023)

Should read:

(Zimmerman, 2008; Panadero, 2017)

2. In-text citation, page 130

Currently appears as:

(Kahneman, 2011; Evans, 2008, Bond et al., 2024)

Should read:

(Kahneman, 2011; Evans, 2008; Bergdahl et al., 2024)

3. In-text citation, page 131

Currently appears as:

(Kahu, 2013; Henderikx et al., 2023)

Should read:

(Kahu, 2013)

4. Reference list - omitted reference cited on page 131

Should read:

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903. <https://doi.org/10.1037/0021-9010.88.5.879>

This reference is cited in the text as “Podsakoff et al., 2003” but was inadvertently omitted from the reference list.

5. In-text citation, page 131

Currently appears as:

(Bond et al., 2024; Carvalho et al., 2024)

Should read:

(Bergdahl et al., 2024)

6. In-text citation, page 131

Currently appears as:

(Henderikx et al., 2023)

Should read:

(Bergdahl et al., 2024)

7. In-text citation, page 131

Currently appears as:

(Gee, 2008; Deterding et al., 2011; Wang et al., 2022; Dichev, Dicheva, 2023)

Should read:

(Gee, 2008; Deterding et al., 2011; Yu et al., 2021; Dicheva et al., 2015)

8. In-text citation, page 131

Currently appears as:

(Wouters et al., 2013; Martin et al., 2022)

Should read:

(Wouters et al., 2013; Martin et al., 2020)

9. In-text citation, page 138

Currently appears as:

(Zimmerman, 2008; Panadero, 2017; Henderikx et al., 2023)

Should read:

(Zimmerman, 2008; Panadero, 2017)

10. In-text citation, page 139

Currently appears as:

(Ryan, Deci, 2017; Biesta, 2015; Marginson, 2023)

Should read:

(Ryan, Deci, 2017; Biesta, 2015)

11. In-text citation, page 139

Currently appears as:

(Crisp, Cruz, 2009; Colvin, Ashman, 2010; Tinto, 2012; Holt et al., 2022)

Should read:

(Crisp, Cruz, 2009; Colvin, Ashman, 2010; Tinto, 2012)

12. In-text citation, page 139

Currently appears as:

(Gee, 2008; Wouters et al., 2013; Dichev, Dicheva, 2023)

Should read:

(Gee, 2008; Wouters et al., 2013; Dicheva et al., 2015)

13. Reference list - original reference no. 2

Currently appears as:

Bond, M., Sjöberg, J., Bergdahl, N., Dougherty, M. (2024). Unpacking student engagement in higher education learning analytics: A systematic review. *International Journal of Educational Technology in Higher Education*, 21, 63. <https://doi.org/10.1186/s41239-024-00493-y>

Should read:

Bergdahl, N., Bond, M., Sjöberg, J., Dougherty, M., Oxley, E. (2024). Unpacking student engagement in higher education learning analytics: A systematic review. *International Journal of Educational Technology in Higher Education*, 21, 63. <https://doi.org/10.1186/s41239-024-00493-y>

14. Reference list - original reference no. 5

Reference 5 (Czerniawska, 2006) should be removed from the reference list because it is not cited in the text of the article.

15. Reference list - original reference no. 7

Currently appears as:

Dichev, C., Dicheva, D. (2015). Gamification in education: Systematic mapping and review. *Educational Technology & Society*, 18(3), 75-88.

Should read:

Dicheva, D., Dichev, C., Agre, G., Angelova, G. (2015). Gamification in Education: A Systematic Mapping Study. *Educational Technology & Society*, 18(3), 75-88.

16. Reference list - original reference no. 10

Reference 10 (Henderikx, Kreijns, & Kalz, 2023) should be removed from the reference list because the bibliographic record cannot be verified and the corresponding in-text citations have been corrected or removed.

17. Reference list - original reference no. 24**Currently appears as:**

Wang, Y., Rajkumar, V., Rauterberg, M. (2021). The effect of educational games on learning outcomes, student motivation, engagement and satisfaction: A systematic review. *Journal of Educational Computing Research*, 59(8), 1-25. <https://doi.org/10.1177/0735633120969210>

Should read:

Yu, Z., Gao, M., Wang, L. (2021). The Effect of Educational Games on Learning Outcomes, Student Motivation, Engagement and Satisfaction. *Journal of Educational Computing Research*, 59(3), 522-546. <https://doi.org/10.1177/0735633120969214>

18. Reference list - original reference no. 23

Reference 23 (Trempała, 2011) should be removed from the reference list because it is not cited in the text of the article.

19. Results, page 137 - number of cases included in Table 3**Currently appears as:**

The analysis included responses from 161 participants who provided answers in both domains (Table 3).

Should read:

The analysis included responses from 159 participants who provided valid answers in both domains (Table 3).

20. Results, page 137 - Table 3

Table 3 should be replaced with the corrected table below. The corrected table is based on 159 participants with valid responses for both variables.

Table 3. Relationship between the main difficulty (“boss”) and preferred form of support (“power-up”)

Boss encountered	Internships and placements	Mentoring	Peer support group	Other forms	Total
Procrastination	23	19	14	5	61
Burnout	11	4	17	3	35
Organisational chaos	12	12	2	0	26
Perfectionism	13	4	4	2	23
Inner critic	2	6	6	0	14
Total	61	45	43	10	159

21. Results, page 137 - chi-square test and effect size

Currently appears as:

The chi-square test of independence indicated a statistically significant association between the analysed variables ($\chi^2 = 14.87$, $df = 12$, $p \approx 0.01$). The strength of the relationship, measured by Cramér's V, was moderate ($V \approx 0.225$).

Should read:

The chi-square test of independence indicated a statistically significant association between the analysed variables ($\chi^2 = 29.02$, $df = 12$, $p = 0.004$). Given the presence of small expected cell counts, the statistical significance was additionally verified using a Monte Carlo procedure (1,000,000 simulated tables), which confirmed the result ($p = 0.004$). Cramér's V was 0.247.

22. Results, page 137 - interpretation of Table 3

Currently appears as:

Students experiencing procrastination most frequently indicated internships and mentoring as preferred forms of support. In the case of perfectionism, internships were also the dominant choice. For organisational chaos, mentoring and internships were selected with similar frequency. Students reporting burnout most often preferred peer support groups, highlighting the importance of relational and social support in situations of emotional exhaustion. For the difficulty described as the inner critic, mentoring and peer support were the most frequently selected forms of assistance.

Should read:

Students experiencing procrastination most frequently indicated internships and placements as their preferred form of support, followed by mentoring. In the case of perfectionism, internships and placements were also the most frequently selected form of support. For organisational chaos, internships and placements and mentoring were selected with equal frequency. Students reporting burnout most frequently preferred peer support groups, followed by internships and placements. For the difficulty described as the inner critic, mentoring and peer support groups were selected with equal frequency.

23. Discussion, page 139 - wording of the interpretation

Currently appears as:

Students experiencing procrastination or perfectionism were more likely to prefer internships and professional placements. [...] In contrast, students experiencing burnout more frequently indicated peer support groups as their preferred form of assistance.

Should read:

Students experiencing procrastination or perfectionism most frequently indicated internships and professional placements as their preferred form of support. [...] In contrast, students experiencing burnout most frequently indicated peer support groups as their preferred form of assistance.

Effect of the corrections

These corrections amend bibliographic information, in-text citations, the contingency table, and the corresponding statistical values reported in the Results section. The corrected analysis confirms a statistically significant association between the analysed variables and therefore does not alter the substantive interpretation, discussion, or conclusions of the article.

The author regrets these errors.