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Authors

Martínez, Magalí Ayelén

Saux, Gaston

Burin, Debora I.

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**Source evaluation during internet reading in Argentinian secondary students: a
preregistered intervention study**

Magalí Ayelén Martínez

Instituto de Investigaciones, Facultad de Psicología, Universidad de Buenos Aires –
CONICET (Argentina)

Gaston Saux

Centro de Investigaciones en Psicología y Psicopedagogía (CIPP), Pontificia Universidad
Católica Argentina – CONICET (Argentina)

Débora I. Burin

Instituto de Investigaciones, Facultad de Psicología, Universidad de Buenos Aires –
CONICET (Argentina)

Abstract

This pre-post intervention study with a control group tested whether an educational intervention adapted from Pérez et al. (2018) improved source evaluation skills (about publication media and author trustworthiness) in secondary students. Participants (control group: $n=50$, intervention group: $n=38$) had to choose between two contradictory documents (content and source), only one of which was a trustworthy source, and justify their selection, in an initial pre-test; and post intervention, in immediate and delayed (5-6 weeks) posttests. In GLMM analyses, the interaction of Phase*Group was not significant for source selection in immediate or delayed posttest, against pre-registered hypotheses. Analyses of justifications showed a Phase*Group interaction effect: the intervention group mentioned more source characteristics (author position, publication media) than the control group, for both the immediate, $\beta=0.93$, 95%CI=[0.61,1.25], $p<.001$, and delayed posttests, $\beta=0.99$, 95%CI=[0.68,1.31], $p<.001$. These results support the efficacy of the intervention in improving sourcing skills among secondary students.