



Fostering Academic Integrity in the Remote Environment

June 2020

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Assumptions

- Trust
- Communication and learning



Online Proctoring (Surveillance)

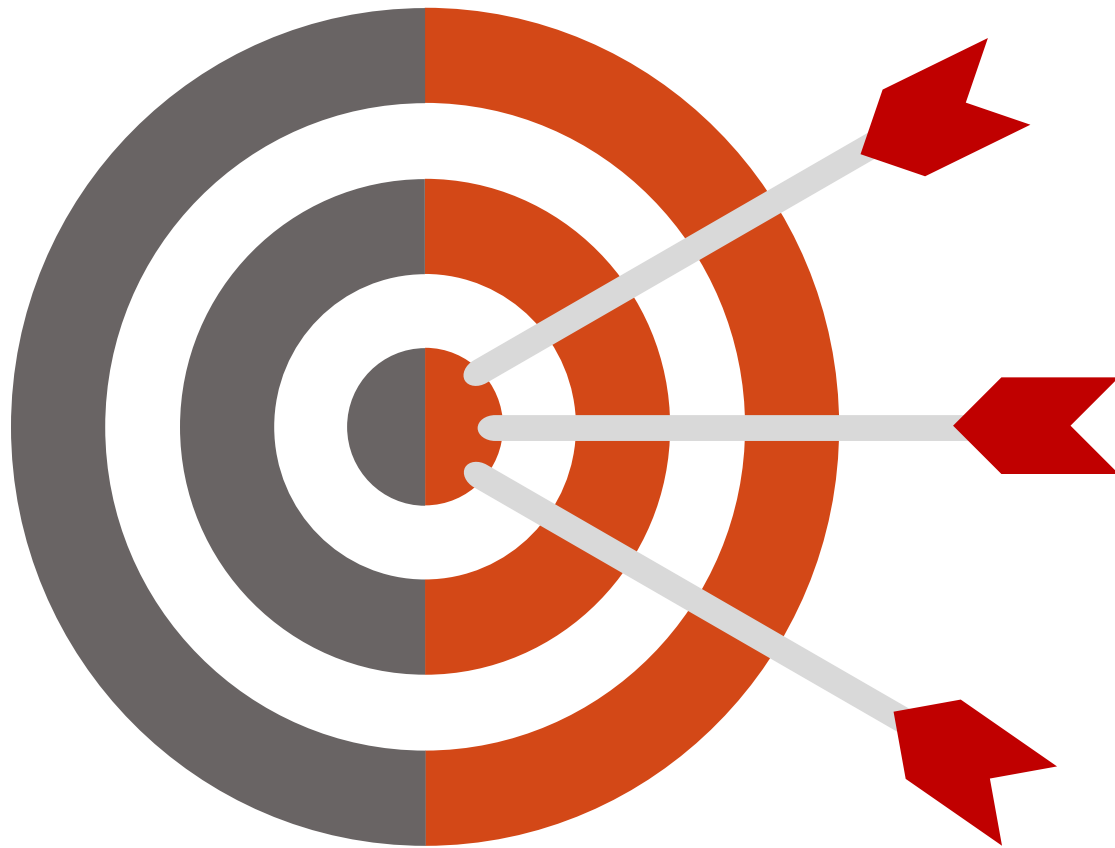


McGill does not recommend the use of online proctored exams

- Serious risk of technical failure
- Student anxiety
- Privacy
- Access to software installation
- Time zones

For more information: <https://mcgill.ca/tls/instructors/class-disruption/strategies/assessment>

What can we do?



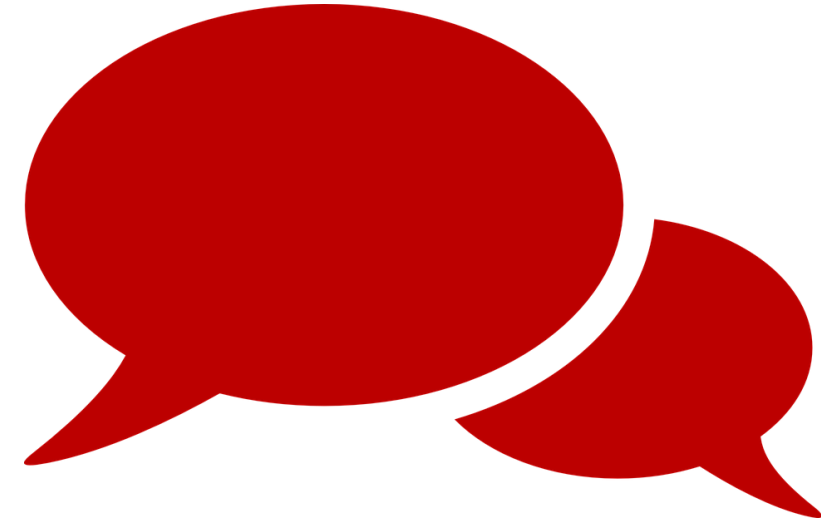
Communicate to students the value of and expectations for your assessments

Educate students about what academic integrity is and why it matters

Design/adapt assessments in ways that foster academic integrity

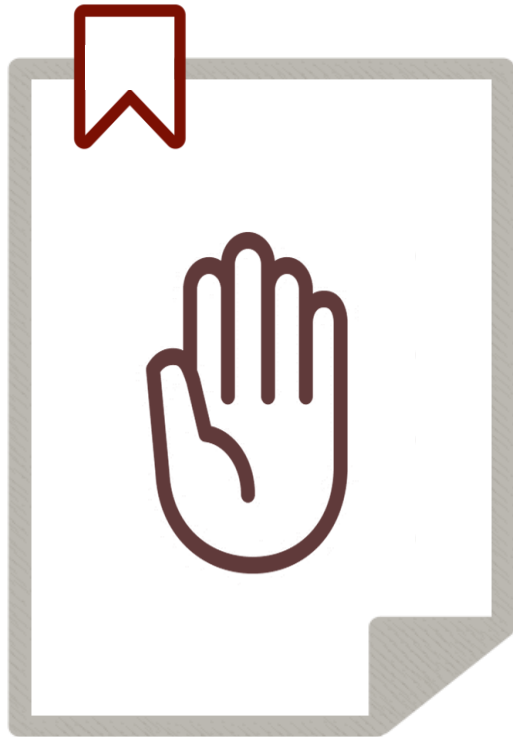
Communicate to Students

- **What** will be assessed
- **Why** each assignment or exam is valuable for their learning
- **How** each assignment will be assessed
- **How** exams and assignments should be completed (exam cover page)



- Sample exam cover page:
https://mcgill.ca/tls/files/tls/mcgill_template_for_exam_cover_page_v2.docx
- A Renewed Case for Student Success: Using Transparency in Assignment Design When Teaching Remotely (Faculty Focus)

Educate Students about Academic Integrity



- Have a **class discussion** about academic integrity
- Create a **course honour code (honesty pledge)** that you post in myCourses and revisit before major assessment due dates
- Consult your Liaison Librarian for student resources on **citation and referencing practices in your discipline**

Keeping it Honest

www.mcgill.ca/students/srr/honest

Example of class honour codes (University of Rochester)

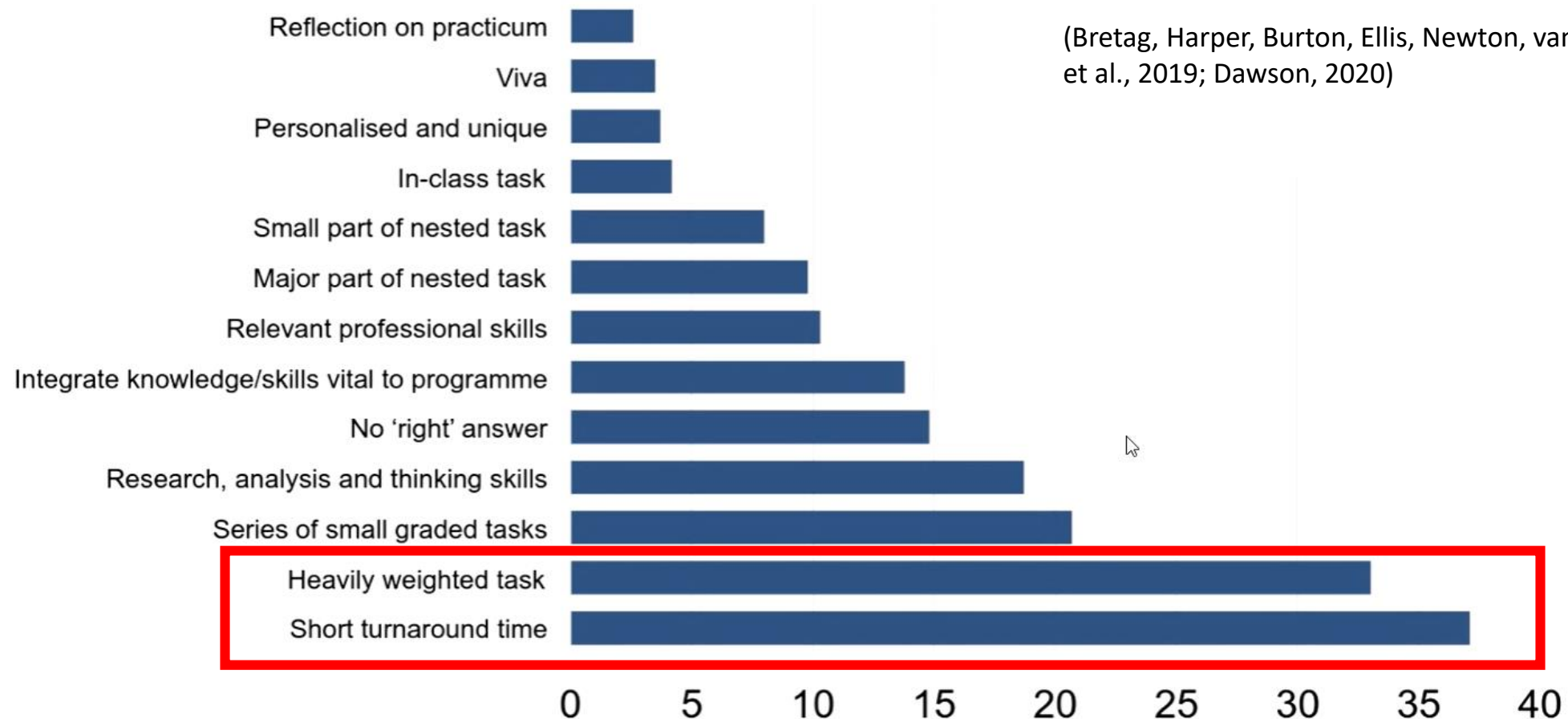
<https://www.rochester.edu/college/honesty/instructors/pledge.html>



Designing and adapting
assessments to foster
academic integrity

Can We Design in Academic Integrity?

Students' perceptions of the likelihood of contract cheating (%)



Implementing Alternatives to High-Stakes Assessments



Frequent, small, low-stakes assessments

- Weekly quizzes
- Bi-weekly journal submissions / reflections on readings
- Regular portfolio contributions
- Multi-stage assignments

Adapting Exams

- Questions that require **analysis, synthesis, application**
- Mix of closed and open-ended questions
- Multiple versions of the exam
- Tasks that require students to incorporate resources
- Modified questions from textbook or personal question bank

"Give an example of..."

"What other information do we need?"

"How would you respond to ___ using what you've learned?"

"What is the relationship between A and B?"

Adapting Exams and Assignments

Have students:

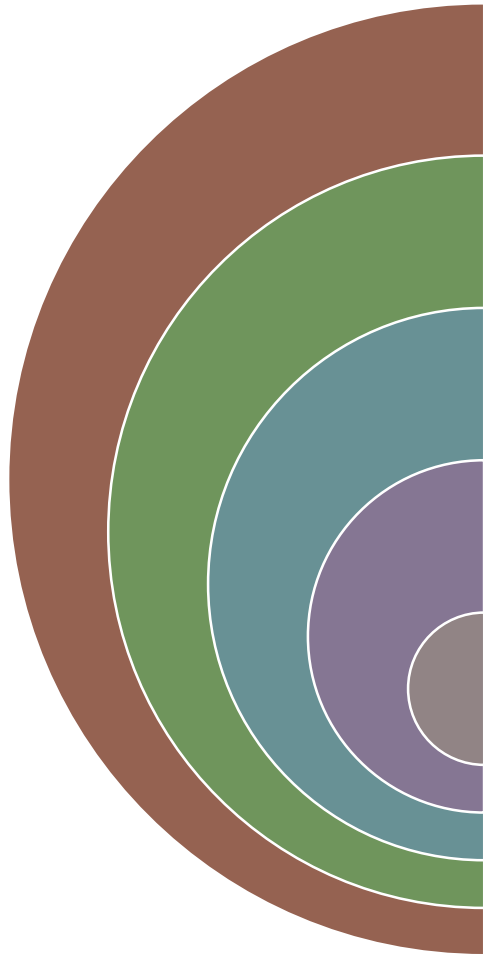
Address specific problems and audiences instead of generic topics.

Apply personal experience when answering questions.

Show evidence of the evolution of ideas for large projects or essays.

Add a short oral presentation to a project for them to 'defend' their work.

Reflect on the process of completing the assignment.



If you suspect plagiarism

Detecting

- Text-matching software under review

Reporting

Same procedures for reporting suspected plagiarism/cheating as on-campus:

- **Report the incident to the disciplinary officer in the student's faculty.**
(TAs should report the incident to the course instructor, who is responsible for reporting it to the disciplinary officer.)

- **Disciplinary Office:**

<https://www.mcgill.ca/students/srr/disciplinary/officers>

<https://www.mcgill.ca/students/srr/disciplinary/process>

Respond in the Chat



What strategies have you used to foster a spirit of academic integrity amongst your students?



Questions?

Type your question in the chat window / Raise your hand

To raise your hand:

- Click on 'Participants'  in the zoom control panel
- In the new window, click on the  'Raise Hand' icon

References

- Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., van Haeringen, K., Saddiqui, S., & Rozenberg, P. (2019). Contract cheating and assessment design: Exploring the relationship. *Assessment & Evaluation in Higher Education*, 44(5), 676-691. [10.1080/02602938.2018.1527892](https://doi.org/10.1080/02602938.2018.1527892)
- Dawson, P. (2020, April 29). Detecting and addressing contract cheating in online assessment [Webinar]. In *Transforming Assessment Webinar Series*. http://transformingassessment.com/events_29_april_2020.php
- Herriot Watt University. (n.d.). *Assessments: Making your exam work as a take-home assessment*. <https://lta.hw.ac.uk/wp-content/uploads/Assessments-Making-your-exam-work-as-a-take-home-assessment.pdf>
- The University of Newcastle, Australia. (n.d.) *A guide for academics: Open book exams* https://www.newcastle.edu.au/data/assets/pdf_file/0006/268980/Open-Book-Exams.pdf
- University of Rochester. (n.d.). *Academic honesty – Honor pledges*. <https://www.rochester.edu/college/honesty/instructors/pledge.html>

Resources

Academic Integrity

- Academic integrity (University of Calgary): <https://taylorinstitute.ucalgary.ca/academic-integrity-online-learning>
- Building academic integrity into your course (Rochester Institute of Technology): <https://www.rit.edu/academicaffairs/tls/building-academic-integrity-your-course>
- McGill student rights and responsibilities: Keeping it honest: <https://www.mcgill.ca/students/srr/honest>
- Talking about academic integrity (Rochester Institute of Technology): <https://www.rit.edu/twc/academicintegrity/talking-about-academic-integrity>
- The fundamental values of academic integrity (International Center for Academic Integrity, Clemson University): <https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>

Remote Exams and Assessments

- A renewed case for student success: Using transparency in assignment design when teaching remotely <https://www.facultyfocus.com/articles/course-design-ideas/a-renewed-case-for-student-success-using-transparency-in-assignment-design-when-teaching-remotely/>
- Brown, S., & Sambell, K. (2020). *Fifty tips for replacements for time-constrained, invigilated on-site exams*. Download from: <https://sally-brown.net/2020/04/02/kay-sambell-sally-brown-coronavirus-contingency-suggestions-for-replacing-on-site-exams/>
- Online assessment in higher education (University of Calgary): <https://taylorinstitute.ucalgary.ca/sites/default/files/TI%20Guides/Online%20Assessment%20Guide-2019-10-24.pdf>
- Remote exams and assessments: Tips for exams and alternative assessments (Rutgers University): <https://sasoue.rutgers.edu/teaching-learning/remote-exams-assessment#special-advice-for-open-book-assessment-in-quantitative-courses>
- TLS Adapting your assessment strategies for remote teaching: https://www.mcgill.ca/tls/files/tls/assessment_strategies_for_remote_teaching_final.pdf
- TLS Assessment strategies: <https://mcgill.ca/tls/instructors/class-disruption/strategies/assessment>