

Handout: What can instructors do to promote academic integrity?

Skylight Online Workshop – Academic Integrity and Inclusive Practices in Online Courses (July 30, 2020)

Create a culture of academic integrity

- Address academic integrity from the very beginning of the course.
- Include information about academic integrity and misconduct in your syllabus.
- Create and have students sign an academic integrity pledge at the beginning of a course and/or within assessments.
- Discuss acceptable and unacceptable modes of group work, file sharing, and collaboration.
- Discuss academic integrity scenarios and policies with students to review grey areas and potential consequences.
- Let students know you are aware of contract cheating services (e.g. Chegg) and other forms of cheating.
- Teach referencing and scholarship.
- Train TAs to promote academic integrity and to look for issues of academic misconduct.
- Invite students to act as allies and members of a scholarly community.
- Provide safe channels for students to inquire about and/or report cases of cheating.
- Build rapport and trust with students -- be understanding of student pressures, circumstances.

Engage with design processes for online assessment

- Ensure students understand how they will be assessed.
- Allow students to practice with testing processes and formats ahead of time.
- Avoid heavily weighted exams with short turnaround times.
- Use scaffolded assignments that include low-stakes check-ins/submissions that build on one another (e.g. brainstorm, outline, drafts, final version) and offer feedback on student progress.
- Engage students in the assessment process with peer assessment, peer review, and/or with student-generated exam questions.
- Be flexible with deadlines. Time limits do not necessarily limit cheating, so giving students an opportunity to submit late can alleviate misconduct.
- Provide opportunities for multiple attempts/failure.
- Consider the use of online tools designed for monitoring (e.g. Proctorio) if that suits your course environment.
- Face-to-face assessment does not always translate directly to online assessment.
- Provide sufficient feedback on students' learning.
- Focus on learning as a process, not a product.

Tailor quizzes and exams for the online environment

- Delay score availability.
- Have students sign an integrity pledge. Sign an integrity pledge.
- Shuffle test question sequences and if possible, provide different version of test questions.
- Show one question at a time and disable backtracking. Note: This is an unfavourable option so make sure to talk through your reasoning for this with students in advance.
- Vary the types of questions (e.g. MC; T/F; open ended).
- Avoid recycling questions and/or commercial test banks.
- Use open book or allow students a cheat sheet.
- Include questions that are not easy to Google.
- Avoid online tests that can easily be taken by someone else.

References

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- Stoez, B. M. (2020). Instructional and institutional responses. Presentation at the Teaching Matters: Contract cheating – what is it, and what can we do about it? Webinar hosted by Simon Fraser University, June 22, 2020.

Prompts for the Breakout Rooms

- What have you and/or a colleague done to promote academic integrity?
- What are some low level, easy strategies to implement?
- When reviewing this document, which suggestions/strategies are you interested in trying or learning more about?

Resources shared in the chat

- Link to script for checking spreadsheet metadata: <https://github.com/dfujim/SpreadsheetPlagiarism/releases>
- International Center for Academic Integrity: <https://www.academicintegrity.org/>
- Link to the “Teaching Matters Seminar: Contract cheating – what is it, and what can we do about it?” hosted by SFU on June 22, 2020: <https://vimeo.com/431642276>
- Building Online Assessment to Minimize Academic Misconduct - J. Graves, E. Hasan, UBC-SE: https://wiki.ubc.ca/images/f/f9/Building_Online_Assessments_to_Minimize_Academic_Misconduct.pdf
- E-CORE (Engineering Collaboration for Online and Remote Education) Quick Guides: <https://ceea.ca/resources-2/>
- Academic Integrity in Large Classes: A Reading and Resource list (Dr. Sarah Eaton): <https://drsaraheaton.wordpress.com/2020/07/14/academic-integrity-in-large-classes-a-reading-and-resource-list/>