

# ACADEMIC INTEGRITY ONLINE: PRACTICALITIES, BEST PRACTICES AND THE MERITS OF TRUST

**JUDI BROCKLEHURST, M.A.**

TRENT UNIVERSITY, PETERBOROUGH, CANADA

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# **OVERVIEW**

- 1. Introduction**
- 2. Practicalities and considerations**
- 3. Pedagogy and best practices**
- 4. The merits of trust**
- 5. Acknowledgements**
- 6. Contact**

# INTRODUCTION

## The objectives of this presentation:

- ❑ To examine the differences between online assessment and face-to-face assessment
- ❑ To present the frame of reference of an educator - e.g. the focus is more on course methodology than institutional policy
- ❑ To discuss the design of testing tools and course-level policies regarding academic honesty

# PRACTICALITIES

## Goals:

- Know your Curriculum and Objectives and understand what you are targeting
- Support student learning and give students reliable platforms and tasks to show their learning
- Test students on what they were taught, in proportion to how much of it was taught, in the way they were taught.

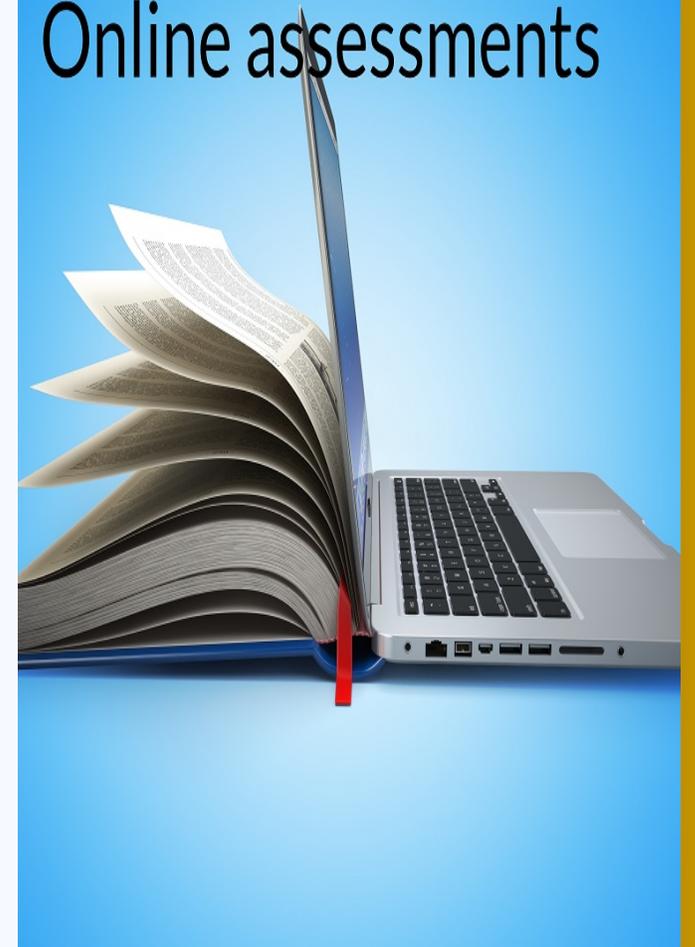
## Roles:

The Educator: to design well-constructed and fair assessments

The Student: to show their learning and be honest

**Note:** We must accept that not all of our face-to-face world can be transferred to online learning.

Online assessments



# WHAT IS AN ASSESSMENT?



**Assessment** is a systematic **process** which uses tools and methods to measure and document knowledge, skills, attitudes and beliefs. Measurements result in empirical data.

## **Why Is Assessment Important?**

Evaluating students to show their **understanding** of the subject matter at various stages is key to the learning process. Assessments check whether the educational goals of lessons and teaching are being met.

## **✓ What is testing?**

A test is a kind of **tool** used to examine someone's knowledge of a target objective or objectives, to determine what that person knows or has learned.

# PRACTICALITIES - PART 1

**Your starting point should be to assume that online assessments are in open-book format.**

## **“Open-Book” testing:**

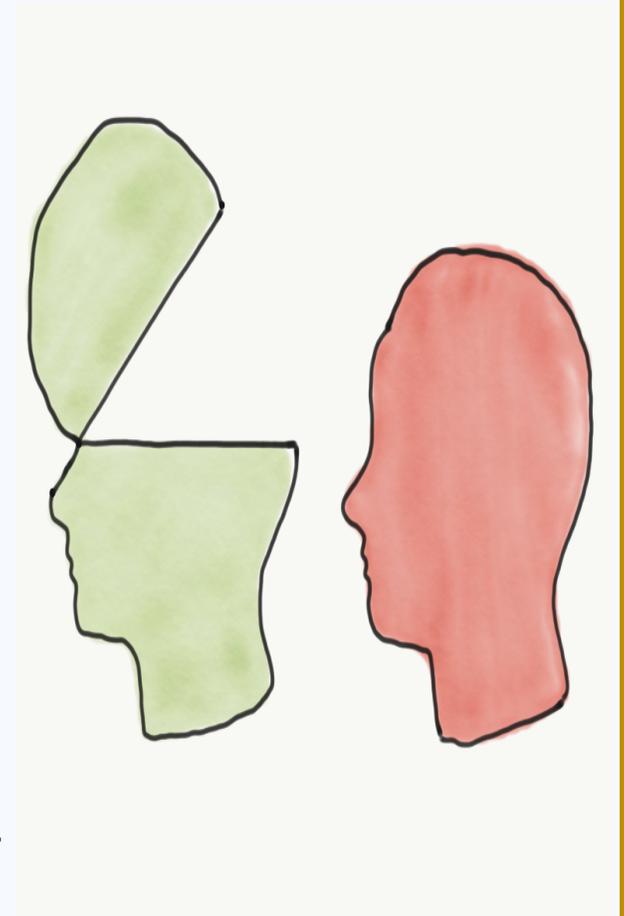
Definition: Test-takers have access to resources during the test, but the assumption is the student has studied and knows the material.

## **Three broad categories of open-book testing:**

Before: Test-takers are given the test questions or a bank of possible questions prior to the test

Testing during real-time: Allowing access to resources during the test is part of the test’s requirements

“Take home”: Test-takers are given the test to take home to complete. The teacher may have the students begin the test in class. The test directions clearly state the deadline submission of the assessment.



# PRACTICALITIES - PART 2

## Declaration of Honesty:

**An online test can begin by having students sign a “Declaration of Academic Honesty”**

- Question 1: may ask the student to write their name to claim authorship of the test answers**
  - Question 2: The student reads and agrees to the terms of academic honesty as outlined in your school rules or as written by you. You may even want to ask students to write the rules with you.**
- 
- **Help students by providing information in advance on how to prepare and which resources they can or are limited to using**
  - **Discuss why adhering to the principles of academic integrity is important**
  - **Teach students to acknowledge their sources**
  - **Describe the repercussions for academic dishonesty in terms of penalties, but do not threaten, as this approach is not effective.**

[Course Outlines](#) ▼

[Declaration of Academic Honesty](#) ▼

Availability: Item is hidden from students.  
Please read and declare your intentions of Academic Honesty for this exam.

[Unit One: Intercultural Communication](#) ▼





## EXAMPLES OF THREE DIFFERENT PLEDGE FORMS THE TEST-TAKER CAN SIGN BEFORE THE START OF TEST

### Declaration of academic integrity for take-home exams

By ticking the box below I affirm that during the allocated exam period I have had no unauthorised conversation about this exam with any persons. Further, I certify that the attached work represents my own thinking, and is entirely my own. Any information, concepts, or words that originate from other sources are cited in accordance with the citation conventions accepted by my Department. I am aware of the serious consequences that result from improper discussions with others or from the improper citation of work that is not my own.



<http://www.lse.ac.uk/resources/calendar/academic/Regulations/RegulationsOnAssessment/Offences/Other/Tha nPlagiarism.htm>

**TICK THE BOX**

### Honor Code Statement for Exam:

I, \_\_\_\_\_, agree to neither give nor receive any help on this exam from other students. I understand that use of a calculator on this exam is an academic misconduct violation. I also understand that providing answers to questions on this exam to other students is an academic misconduct violation as is taking or receiving answers to questions on this exam from other students. It is important to me to be a person of integrity and that means that ALL ANSWERS on this exam are my answers.

Signed \_\_\_\_\_

**SIGN IT**

Students should write out the pledge and sign their name.

Required:

### Honor Pledge for Exams

"I affirm that I will not give or receive any unauthorized help on this exam, and that all work will be my own."

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_

**COPY AND SIGN IT**

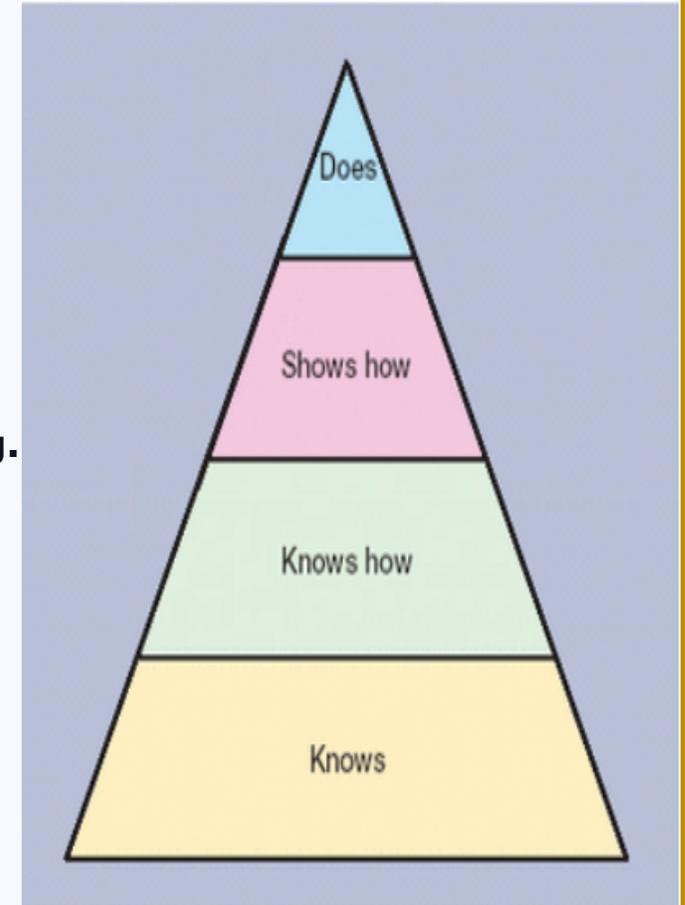
# METHODS

We live LIFE in an “open-book” way: we consult dictionaries, use search engines, collaborate on wikis, incorporate research, and so on. By extension, if students are writing open-book tests, they could be using their own “real-life” resource tools

*Reshape the Assessment:* **Consider reframing test questions that currently focus on recall or reproducing (i.e. only show Knowledge or Know-how). These can be replaced by tasks requiring learners to demonstrate learning.**

## **Authentic or Authentic-like tasks**

- When possible, assessment tasks should encourage a replication of real-life situations
- Creative, Problem-Solving “**Do**” learning
- Questions and tasks that offer context-rich scenarios can reduce the possibility of quick searches and a simple copy-and-paste.



## METHODS OF TESTING

### – KNOWS –

**MEMORY AND  
COMPREHENSION**

Multiple Choice,  
True/false, Matching, Fill-  
in-the-blank

### - KNOWS HOW –

**COMPREHENSION  
AND APPLICATION**

Multiple Choice, Short  
answer, Essay, Case  
studies, Development of  
answers derived from a  
Formula

### - SHOWS/DOES –

**APPLICATION,  
ANALYSIS  
AND EVALUATION**

Essay, Projects, Simulations  
and/or Visual re-creations,  
Role-playing, Case Studies,  
Recommendations and  
theories

## For example:



DEEPER  
INSIGHTS



LONG-LASTING  
LEARNING

### • **Design tasks that replicate real-life and higher-order thinking**

#### **Ask students to...**

- audiotape or videotape their answers or create a poster
- personalize or add anecdotal evidence to the answer
- explain why they chose that topic, person, article, thesis, description, etc.
- pair or team up students to complete the assessment task. Part of their assessment output could reflect on how they were able to accomplish the task collaboratively

#### **To evaluate students:**

- Review their contributions to a discussion board. Also consider debates and case-based questions
- The grader interviews the student so the student can discuss his or her answers
- Grades may also be partly determined via peer-evaluation.

**Adding Critical Thinking is an effective way to test deep understanding and application of knowledge. Remember that students need to be taught HOW to critically think before they can apply these skills, especially if they are being graded.**

# METHODS: MORE BEST PRACTICALITIES

## **Design:**

Aside from sound pedagogy, the core responsibilities of educators are to design assessments that:

- read easily and are well-organised
- are written with clear directions
- are appropriately timed

## **Delivery of questions:**

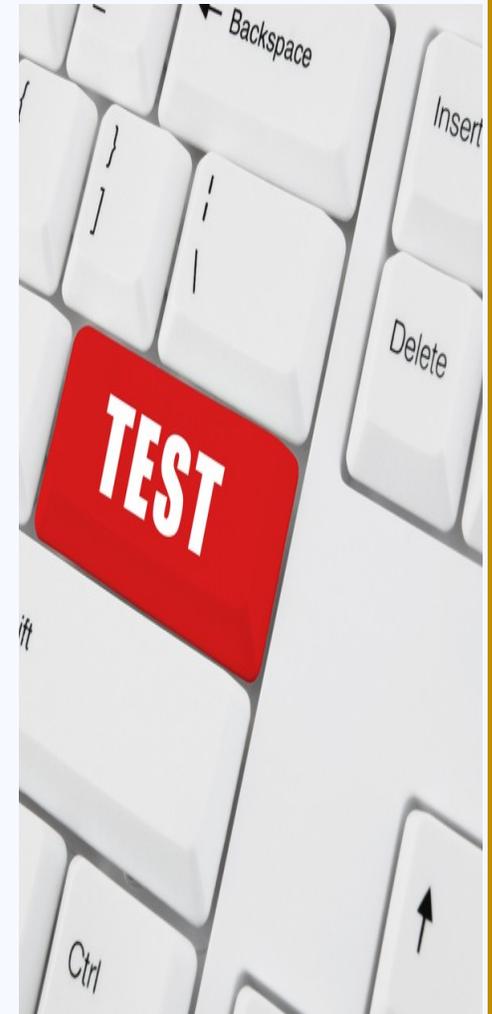
- Create large banks of questions and randomize the questions so test-takers do not see the same ones when writing the test simultaneously.
- Scramble choices/answers on multiple choice or matching questions.

## **Timing:**

- Typically, budget more time for online tests than closed-book ones
- Provide clear indications of how long test-takers should spend on a question
- Indicate how long a task/section may take.
- Weight of points and allotted time should be compatible

## **Use of resources:**

- The instructor should consider what resources test-takers have access to, are required or barred.
- To help students with this, a recommendation is to show students a sample test beforehand or, preferably, have them practice one prior to the real test.



# MERITS OF TRUST - PART 1

Begin with the belief that most students are sincere and want to earn their grades fair and square. As educators, show your students that they are trustworthy. If you show this faith, they are more likely to live up to your expectations and make good choices.

To do this, most test-takers want the rules to be transparent, objective, and the same rules to apply to everyone.

**Practice and role-model these values throughout the term**

## **Tips and considerations to cultivate honesty among students:**

- Try to keep assessments low stakes. This lowers stress and pressure to do well “at all costs”.
- Provide several smaller assessments throughout the term instead of a few large exams. This may also lower stress levels of students.
- Clearly state the penalties and consequences of academic dishonesty.



**Academic  
Integrity**

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# MERITS OF TRUST - PART 2

- Prepare students well! Educators must teach to the curriculum but also provide students with good study skills and habits that help keep them up to date and ready.
- Provide examples of what academic honesty is and what it is not.

Suggestion: Begin with real-life examples such as receiving too much change back or running a red light, then extend these values to test-taking

- Use these opportunities to open up discussion to strengthen the classroom community.
- Prepare students to be called on to “defend” their work to authenticate its authorship. Defense of work should be normalised throughout the school term so as not to alarm a student if called on.



# MERITS OF TRUST - PART 2

- Give constructive feedback throughout the term on all assessments so that students learn from errors and understand the instructor's expectations.
- Be that approachable teacher. If a student has experienced trouble with completing the test on time or understanding how to accomplish the test, he or she can feel safe in explaining the problem rather than resort to cheating.
- Cultivate and appeal to the lines of communication between the student and instructor, and the value of learning and honesty.

**Lastly, remain fair and positive, and keep the focus on learning more than on avoiding cheating**



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**Questions?**

# CONTACT US



Trent University



EMAIL  
[JBROCKLE@TRENTU.CA](mailto:JBROCKLE@TRENTU.CA)



PHONE  
1-705-748-1314