Assessment Integrity in a COVID-19 Teaching Environment

Today we have about 50 minutes to review important issues regarding assessment/grading in courses previously Face2Face and now asynchronous or synchronous and virtual.

Part 1 - a reminder of principles for assessment/testing/grading and strategies that promote academic integrity

Part 2 – specific issues you have identified or solutions you have found

Help us facilitate an open conversation

We have small groups to allow for interaction

We have found that chat and raising your hand doesn't work as well as simply muting yourself (we have NOT muted you)

Unmute yourself when you want to talk and we will call on you in order so you can share

Then return to mute after sharing

If you have a better online conversation mechanism – let us know

Definition and reminder

We have always been required to have academic honesty or integrity policies and to clearly communicate consequences.

Where would you find typically these policies?

- Board Policy
- Administrative Procedures or Policies
- Faculty Handbook
- Student Handbooks
- Syllabi
- Websites
- Catalogs

These policies are required for accreditation to ensure that we get federal student financial aid

Why do you think misconduct occurs?

- ❑ Unclear as to definitions of academic integrity
- ❑ Lacking confidence in their own words or thoughts (plagiarism)
- ❑ Inadequate preparation and expectations in research, citations, note-taking
- ❑ Misunderstanding about the scaffolding of coursework where skills build and expectations increase
- ❑ Misunderstanding regarding "open book"
- ❑ Time pressure
- ❑ The easy way out
- ❑ Easy to purchase responses aligned with a consumer mentality – I want the product the process is unimportant

What are some Hot Spots for Academic Dishonesty?

Online Exams

Group work – rubric and expectations

Short preparation

Difficulty narrowing topic or searching correct research

Providing specific research

Including good researching and citation skills as part of a grading rubric

Ideal Assessment Methods in Online Courses

There's a substantial amount of research devoted to determining the best approach to assess online learning (namely authentic, engaging, and involved activities with sound philosophical and pedagogical links).

- What should be the **current focus**?
    - What's the **absolute** best?
    - What's the best for **right now**?
    - A **mix** of both?
    - What will **serve students** the best?

- How can we **realistically accomplish** it?

Align interventions and messaging with the reasons why misconduct may occur.

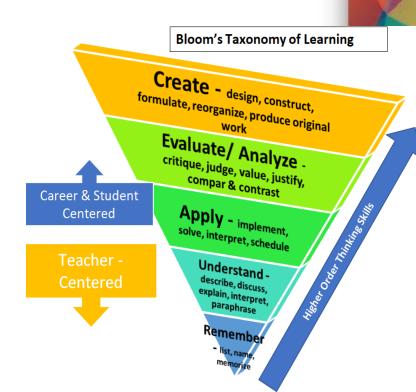Explain appropriate citations/references, notetaking, paraphrasing

Have student email you about academic integrity(see resources)

Consider difficulties for students (access to materials, time, etc)

Create assessments at the highest Blooms taxonomy levels

Construct rubrics to provide points for good academic behavior

Bloom's Taxonomy of Learning

Create - design, construct, formulate, reorganize, produce original work

Evaluate/ Analyze - critique, judge, value, justify, compar & contrast

Apply - implement, solve, interpret, schedule

Understand - describe, discuss, explain, interpret, paraphrase

Remember - list, name, memorize

Career & Student Centered

Teacher - Centered

Higher Order Thinking Skills

Sample Solution from Indiana University

https://citl.indiana.edu/teaching-resources/academic-integrity/designing-assignments-encourage-integrity/index.html

- ✓ Begin by describing plagiarism, giving examples, expectations, acknowledging the constraint on time , nor any other think will justify using other's work

- ✓ Use rubrics and clear instructions - clarifies the required task(s), describe the limitations and boundaries for group work and collaboration; clearly define the value and importance of each grading criterion – part of this could be draft work or other notes indicating student engagement and self-work

- ✓ Change assignments frequently and from section to section

- ✓ Use In-class or timed writing to gauge students' style and also to help students self-evaluate growth and skill sets

- ✓ Make specific assignments – assign specific research documents with narrow comparisons or conclusions

- ✓ Use a focused problem, question or case study

IDEAS for Group Integrity

Grading Rubric for Group Work (for a 4 member team)

1. Write your name
2 A brief description of the work you did
3. Other team members sign your description to validate the work
4. You validate others by signing their description

Name	Description of wok done	Other team member validate with initials	Other team member validates with initials	Other team member validates with initials
Sample	Contributed to research, wrote introduction, created table, checked citations	#1 initials #2 initials #3 initials	#1 initials #2 initials #3 initials	#1 initials #2 initials #3 initials

Groupwork Assessment

1. How many of the group members participated actively most of the time?

5	4	3	2	1	0

2. How many of the group members were fully prepared for groupwork most of the time?

5	4	3	2	1	0

. Overall, how effectively did your group work together on this assignment?

Extremely Well	Well	Adequately	Inadequately	Poorly	Not At All

. Give one specific example of something you learned from the group that you probably wouldn't have learned on your own.

. Give one specific example of something that other group members learned from you that the probably wouldn't have learned without you.

6. Suggest one specific, practical change the group could make that would help to improve everyone's learning.

Now your turn

What are some?

- thoughts

- potential

- existing issues

- solutions

- resources

Resources

Assignments to Enhance commitment to academic integrity

- https://academicintegrity.as.ua.edu/faculty-resources/sample-assignments/

- https://citl.indiana.edu/teaching-resources/academic-integrity/designing-assignments-encourage-integrity/index.html

Better Assessments Online

- https://www.insidehighered.com/digital-learning/article/2018/10/31/qa-strategies-better-assessments-online-learning