Assessment Integrity in a COVID-19 Teaching Environment v2
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 and a summary of previous webinar input

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

It is a good time to review these
One example of integrity statement before quizzes and exams from AJ at College of the Canyons.
Why do you think misconduct occurs?

- Panic, lack of time or study, procrastination, stressed, afraid, etc
- Unclear on academic integrity definitions
- 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”
- 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, Quizzes, Assessments
- Lab reports
- Using translation apps
- Copy and paste research/Google
- Group work – rubric and expectations
- Sequential tests/quizzes within sections
- Phone a friend
- Unlimited time
- Multiple choice
- Discussion forums for points
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 to prevent misconduct

- Be intrusive, be available
- 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 - SLOs
- Construct rubrics to provide points for good academic behavior
Some Issues and Solutions Shared by Colleagues

• Issues with Synchronous and Asynchronous
• Issues with Proctorio
• In one assignment students send faculty an email defining academic honesty
• Certificate of integrity
• Survey students to see what kind of testing, assignments, quizzes work best (learning and testing styles)
• One college department designed all assessments open book since they could not control those who would or wouldn’t
• Start with low level, low point questions to dis-incentivize cheating - > progress to higher level applications with more individualized responses and higher points
Some Solutions Shared by Colleagues

• Give them an online quiz with a writing portion about the quiz

• A Film faculty shared she created an extra credit assignment to keep spirits up by focusing the assignment on a comedy

• To prevent discussion board reposting/plagiarism when used for points, use a setting that will not post others’ responses until the student posts theirs first

• Faculty strategically approached students’ lack of time and distractions by breaking exams into smaller parts, allowing students to take breaks

• Flexibility and equitability – timing is not always the same limitation if kids and family are home, if using a cell phone instead of a computer for tests

• Randomizing questions, randomizing answers, different groups with different assessments

• Assessing higher order skills – scenarios, case studies, large problems

• Create higher point values now and less when the disease may impact families more in the later months
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Description of work done</th>
<th>Other team member validates with initials</th>
<th>Other team member validates with initials</th>
<th>Other team member validates with initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>Contributed to research, wrote introduction, created table, checked citations</td>
<td>#1 initials #2 initials #3 initials</td>
<td>#1 initials #2 initials #3 initials</td>
<td>#1 initials #2 initials #3 initials</td>
</tr>
</tbody>
</table>

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

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

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

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

5. Give one specific example of something that other group members learned from you that they 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.
Ongoing concerns

• Faculty are struggling with this rapid shift
• Balance preventing cheating with writing a good exam. The best of both worlds takes time, training and trials.
• What does “open book” truly mean?
• Some disciplines have specific concerns nursing, A&P, microbiology, foreign language faculty
• Conversion to appropriate online assessments is work and time heavy.
• Testing without student experience - 3D not 2D.
• Connect with students a few times a week
• In a no contact world - use words to provide feedback
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

Defining Academic Honesty

Resources and further input

ASCCC COVID-19 https://asccc.org/covid-19-faculty-resources

Direct questions to info@asccc.org

ACCJC https://accjc.org/covid-19/

CCCCO https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus