



The 12 Days of Assessment

Session 11: Academic Integrity

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Land Acknowledgement

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

http://yfile.news.yorku.ca/2019/01/14/new-video-explores-the-importance-of-understanding-the-land-acknowledgement/?utm_source=YFile_Email&utm_medium=Email&utm_content=Top-Stories&utm_campaign=yfile

https://www.youtube.com/watch?time_continue=135&v=qNZi301-p8k

Drop in Support

Teaching Commons

Monday – Friday 10am-12pm

<https://yorku.zoom.us/j/7467955013>

Agenda

- What is academic integrity at York and where to go to know more?
- Why do students cheat usually?
- Added stress during COVID19
- Some of the things that we can do while designing courses (from university of Calgary)
- Positive prevention
- Inclusive environment and academic integrity
- What can you do with assessment? (15 strategies)

Academic Integrity

Resources from York University

[Academic Integrity | York University Libraries](#)

[SPARK | YorkU](#)

Why do students cheat?

- Desperation
- exhaustion
- Time constraints
- Poor time management
- Confusion about assignment expectations
- Differing expectations across classes
- lack of awareness that context matters
- Lack of skills relevant to the assessments
- lack of confidence
- Life circumstances, stress
- Belief that cheating is common and they won't get caught
- Seeing the opportunities to cheat
- Dissatisfied with the teaching and learning experience
- Struggle to keep up when English is not a student's first language

Why do students cheat?

During COVID, students are impacted by:

- Shift to learning remotely
- Fear of failure or a bad mark
- Falling behind in their studies
- Needing to graduate on time
- Co-op work term placement uncertainties
- Tuition fees
- Visa uncertainties
- Travel restrictions

Why do students cheat from university of Calgary

[What to Know About Academic Integrity When Designing Assessments Online | Taylor Institute for Teaching and Learning | University of Calgary \(ucalgary.ca\)](#)

Equity considerations

- Students who cannot sit comfortably for long periods of time
- Students who have anxiety disorders that prevent concentration in timed settings
- Students who have attention disorders that prevent focus, especially with the distractions of others around them,
- Students in settings that prevent focus, such as caring for an elderly parent or a small child during the pandemic
- Students with learning disabilities may not be able to adequately express their learning in written form
- Students with different cultural backgrounds
- Facial detection software
- Incoming and outgoing data on student computers is being surveilled by the software
- There is a financial burden to students who have to purchase a webcam for the purpose of exams
- Not all students have computers that are robust enough to install and run the software
- Not all students have their own computer in a private room
- Not all students have constant, reliable internet access
- **Trauma-informed education**

Positive prevention and inclusive environments

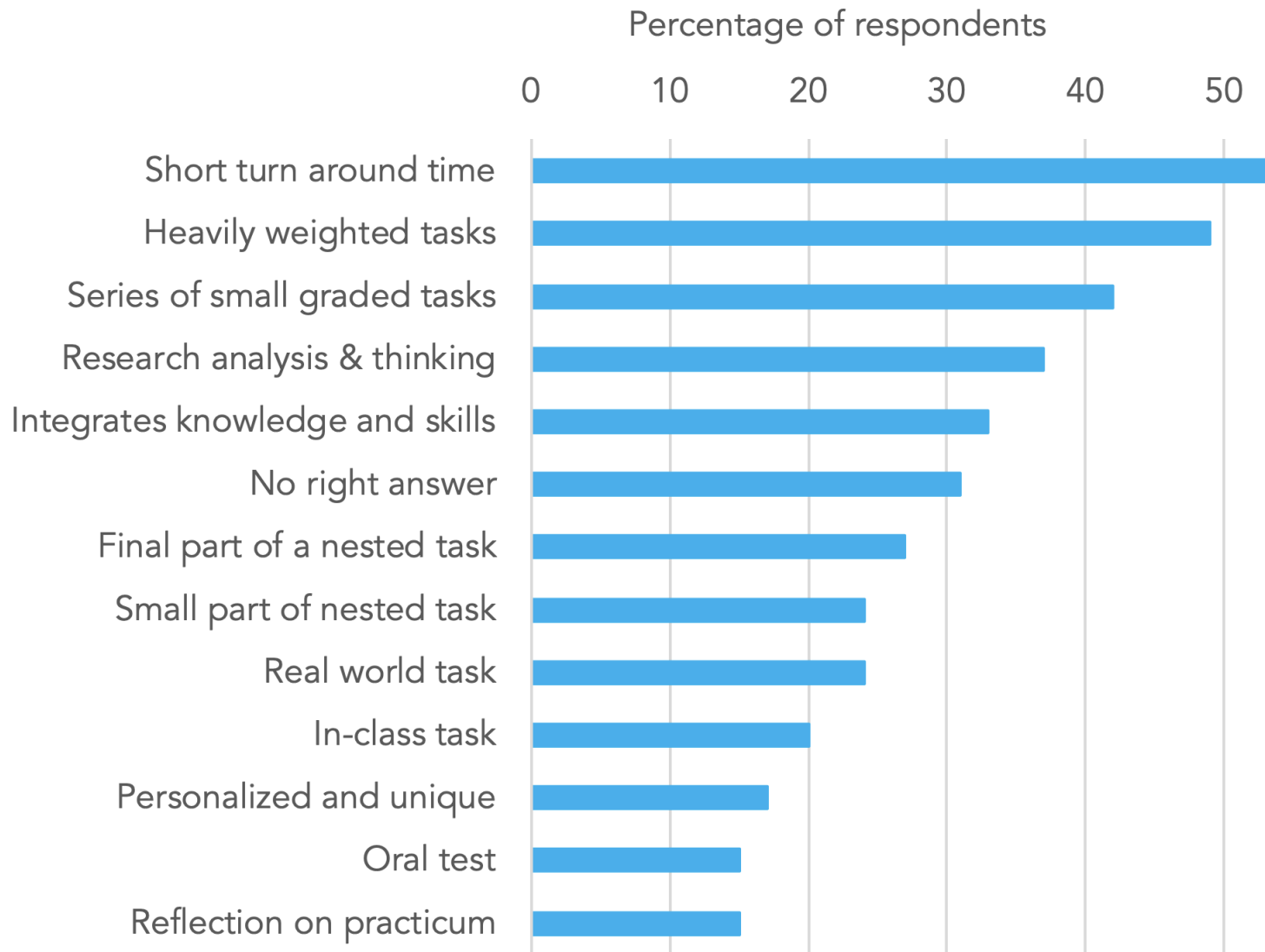
...designing cheating out of assessment. The implication from this is that some forms of assessment are cheat-proof. This is misleading, and could lead to complacency.”
(Quality Assurance Agency, 2020)

Positive prevention and inclusive environments

- Focus on positive messages rather than fear or the threat of punishment.
- Use good course design to reduce the chances of academic misconduct.
- Provide transparent and explicit instruction and support around academic integrity.
- Explain the values and discourse of your discipline.
- Teach for mastery and lower the stakes.
- Foster intrinsic motivation and help build students' self-efficacy.

Inclusive assessment

1. Assessment utilizes multiple and varied methods of student performance
2. Where possible, assessment used BOTH quantitative and qualitative methods
3. Inclusive Assessment provides opportunities for students to express their learning in different modes and modalities
4. Effective assessment should require both independent and dependent groups
5. Targeted feedback should be given frequently
6. Assessment occurs before, during, and after learning



Probability of cheating on assessments, as reported by those who cheated. Chart adapted from [Dr. Martin Wielemaker](#). The data are from Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Van Haeringen, K., Saddiqui, S., and Rozenberg, P. (2019). *Contract Cheating and Assessment Design: Exploring the Relationship, Assessment & Evaluation in Higher Education*, 44(5): 676-691

What can you do with assessment

1. Knowing your students
2. Alternative assessments
3. Scaffolding and spreading
4. Low stake and high stake
5. Level of students' involvement
6. Flexibility
7. Collaboration
8. Oral examination
9. Multi-stage assessment
10. Use creative assessment
11. Use students' environments
12. Capitalize on digital resources
13. Create activities around the cheating tools
14. Localization
15. Capitalize on each student learning

1. Knowing your students

Create a baseline of you students' writing:

- First day, in class writing assignment
- Have students write an introduction on themselves, their major and interests, and anything that may be relevant to the class
- Later, if an instructor suspects contract cheating, he or she can compare the two assignments for voice, vocabulary, grammar, and spelling

2. Use alternative assessments

- [Assessment | Teaching Commons \(yorku.ca\)](https://yorku.ca/assessment-teaching-commons)
- Create authentic deliverables

Examples of Authentic Deliverables

- Advertisement (print, multimedia, audio, etc.)
- Artwork (photograph, painting, drawing, etc.)
- Bids or applications in response to a request for proposals
- Executive summary of a report
- Lesson plan
- Newspaper op-ed
- Policy brief
- Press release
- Profit and loss statement
- Project plan
- Software application (code and technical documentation)
- UX wireframe
- Whitepaper

Spread the weighting and the assessment

- Decrease performance pressure
- Increase performance confidence
- Low stake assignments/ high stake assignments

Level of involvement of your students

- Co-creation of content
- Create additional resources
- Draft questions for the test
- Design the test
- Co-create the rubric

Flexibility

- Choose the assessment type, choose the weighting
- Learner choice in assessment ([Choose your own assessment – assessment choice for students in online higher education \(tandfonline.com\)](#))
- Soft and hard deadlines
- Drop lowest grade

Collaboration

- create a digital story for language class
- create OER
- two-stage exams
- students create a prototype individually, then in groups of three create a prototype that joins the three other ones
- collaborative open book + oral examination

Oral examination

- Standalone
- Part of an alternative assessment
- Part of multi-stage assessment
- Part of two-stage collaborative assessment

Multi-stage assessment

Example 4 stage project:

- 1) student present idea for instructor and peer feedback,
- 2) student presents outline and annotated reference
- 3) 3) student present research for peer feedback, final project)

A cumulative mind map

A cumulative reflection

C3b4me

- [Assignment Design: Sequencing Assignments | Centre for Teaching Excellence | University of Waterloo \(uwaterloo.ca\)](#)
- [Teaching Writing as Process | Institute for Writing and Rhetoric \(dartmouth.edu\)](#)

Creative assessment

1. Twitter posts
2. Create memes
3. BuzzFeed
4. Advertisement

Use students environments

1. Map your own neighborhood
2. Virtual tour of a nearby park
3. Closest Services provided for homeless people in your neighborhood

Capitalize on digital resources around

US

1. find a free tool and assess it: for example for nutrition, free tutorial
2. google translate
3. evaluate fake news
4. look for trends

Create activities around the cheating tools

- Activities around google translate

Localisation

- Ask students to analyze a discussion post
- Ask students to find a certain topic in the current popular culture/news
- Analyze a piece of news

Capitalize on the student learning - eportfolios

- [Pebble+ Public \(pebblepad.ca\)](http://pebblepad.ca)
- [Examples of student ePortfolios | Centre for Teaching Excellence | University of Waterloo \(uwaterloo.ca\)](#)
- [ABOUT ME | eportfolio \(wixsite.com\)](http://wixsite.com/eportfolio)
- [ePortfolios Explained: Theory and Practice | Centre for Teaching Excellence | University of Waterloo \(uwaterloo.ca\)](#)

If you want to learn more about how to detect contract cheating

How to detect contract cheating: [15 Strategies to Detect Contract Cheating](https://ucalgaryblogs.ca/15-strategies-to-detect-contract-cheating)
(ucalgaryblogs.ca)

Thank you!