

Strategies to Promote Academic Integrity

Academic integrity maintains the legitimacy of degrees and the knowledge they represent. This sheet provides information and strategies to help uphold standards of academic integrity at UNT.

Online platforms where cheating occurs

- | | | | |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Course Hero | <input type="checkbox"/> Chegg | <input type="checkbox"/> Guided | <input type="checkbox"/> YouTube |
| <input type="checkbox"/> Quizlet | <input type="checkbox"/> Discord | <input type="checkbox"/> Telegram | <input type="checkbox"/> TikTok |
| | <input type="checkbox"/> GroupMe | <input type="checkbox"/> Reddit | |

Testing strategies to encourage academic integrity

We have compiled current evidence-based strategies to discourage academic misconduct and encourage academic integrity when assessing student learning.

- Allow learning outcomes to steer learning and assessment design.ⁱ
- Create rehearsal assignments to test technology before live exams.ⁱⁱ
- Write higher-order questions that cannot be memorized.^{ii,iii}
- Design flexible timelines.^{iv,v,ii}
- Send students personal messages about their progress in the course.^{vi}
- Offer students choice in assessments and activities.^{iv}
- Explain the connection between assessment outcomes and careers.^{iv}
- Embed humor in assessments.^{vi,iii}
- Design frequent, ungraded assessments.^{vii}

Online Exam Proctoring Tips

When using an online proctoring tool, the following strategies can help prevent academic dishonesty:

- Randomize a pool of test banks
- Display one question at a time
- Prohibit backtracking
- Delay score availability
- Use varied question types
- Refrain from using publisher test banks solely or alter the questions
- Update exams each semester

ⁱ Jankowski, N.A. (2020). Assessment during a crisis: Responding to a global pandemic. *National Institute for Learning Outcomes Assessment*. <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/08/2020-COVID-Survey.pdf>

ⁱⁱ Dicks, A. P., Morra, B., & Quinlan, K. B. (2020). Lessons learned from the COVID-19 Crisis: Adjusting assessment approaches within introductory organic courses. *Journal of Chemical Education*, 97(9), 3406–3412.

ⁱⁱⁱ Nguyen, J. G., Keuseman, K. J., & Humston, J. J. (2020). Minimize online cheating for online assessments during COVID-19 pandemic. *Journal of Chemical Education*, 97(9), 3429–3435.

^{iv} Daniels, L. M., Goegan, L. D., & Parker, P. C. (2021). The impact of COVID-19 triggered changes to instruction and assessment on university students' self-reported motivation, engagement and perceptions. *Social Psychology of Education*, 24(1), 299–318.

^v Gamage, K.A.A., Silva, E.K. de, & Gunawardhana, N. (2020). Online delivery and assessment during COVID-19: Safeguarding academic integrity. *Education Sciences*, 10(11), 301.

^{vi} Means, B., Neisler, J., & Langer Research Associates. (2020). Suddenly online: A national survey of undergraduates during the COVID-19 pandemic. *Digital Promise*.

^{vii} Farland, M.Z. & Childs-Kean, L.M. (2021). Stop tempting your students to cheat. *Currents in Pharmacy Teaching and Learning*, 13(6), 588-590.