Academic Honesty in Online Exams

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Participants will be able to…

- Describe key elements of a research-based framework as to why (some) students cheat

- Clarify goals and limitations (for students, the institution, you) in addressing those drivers of students' dishonest behavior

- Outline approaches, access resources rather than ~~develop a one-size-fits-all response to approach a specific instance of suspected policy violation~~

Why do students cheat?

- Because (they think) they have to
- Because (they think) they can
- Because (they think) it doesn't matter

from Rettinger (2020)

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So, what can we do about it?

- **Instructor practices that encourage motivation, engagement, self-efficacy**

  (prevention, ethics)("have to" and "doesn't matter")

- **Instructor practices that lower students' opportunities to cheat *and get away with it***

  (detection, reporting)("can")

Share your experience ...

What approaches or techniques have you tried to address students' sense that they "have to" cheat or that "it doesn't matter" if they cheat?

… what did you do?

… how did it go *for you*?

… how did it seem to go for *students*?

Because they "have to"

--> test blueprints // study guides // scaffold, scaffold

http://www.rochester.edu/college/honesty/assets/pdf/instructors-guide-to-honesty-in-remote-learning-revised-09.28.20.pdf

--> assume any test you give will be open book / note, and that most students will (be tempted to) collaborate

https://www.chronicle.com/article/7-ways-to-assess-students-online-and-minimize-cheating

--> include a reflective, engagement-driven question, even in high(er) stakes exams, when and where it fits

https://www.francissu.com/post/7-exam-questions-for-a-pandemic-or-any-other-time

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Take one homework problem you have worked on this semester that you struggled to understand and solve, and explain how the struggle itself was valuable.

What [_____] ideas are you curious to know more about as a result of taking this class?

Give one example of a [_____] idea from this class that you found creative, and explain what you find creative about it.

Choose one interesting problem from the text of medium difficulty that was not assigned. Describe why you find it interesting. Then either solve the problem, or find a solution online and work through, using your own independent understanding to critique that solution and improve it.

Because it "doesn't matter"

… to them (as students)

--> include a reflective, engagement-driven question, even in high(er) stakes exams, when and where it fits

https://www.francissu.com/post/7-exam-questions-for-a-pandemic-or-any-other-time

… to you (as instructor)

--> talk about what honesty and integrity mean to you

--> consider using an honor pledge (whether formally required by your school's/division's policies or not)

Detection

- What's the right target?

- How much work?

- Almost-always-good tactics

- Maybe-sometimes-good tactics

Detection

What's the right target?

Making cheating almost impossible to pull off without detection

Making cheating...

...marginally more difficult
...marginally less valuable for exam grade
...marginally more likely to be detected

Detection

How much work?

No free lunch

Most students value efforts to detect cheating

Detection$\neq$ Failure

Detection

Almost-always-good tactics

Limited number of exam times

Multiple versions of exam

Active and timely monitoring/searching of Chegg.com

Share your experience …

Describe an "almost always good" tactic you've used to make cheating more difficult or more likely to be detected...

... what did you do?

... how did it go?

... how much additional effort did it take?

... how did you decide how much effort to put in?

Detection

Maybe-sometimes-good tactics

Multiple versions of exam + hidden watermarks

One-at-a-time, no-backtracking, timed-item, large-item-number BB tests

Zoom proctoring (as authorized by your school/division)

Remote proctoring software (if funded by your school/division)

THANK YOU
QUESTIONS?

Evaluation

- https://forms.gle/mPDzZYpcJwiFaFPt7

More Workshops

http://rochester.edu/online-learning/index.html

- **Creating and Using Blackboard Groups**
    - Dates: *Friday, November 6, 12noon*
- **How to Collect Online Assessments, including Projects, Presentations, and Performances**
    - Dates: *Friday, November 13, 12noon*

- **How to Facilitate an Online Exam**
    - Dates: *Friday, November 20, 12noon*
- **The Blackboard Grade Center**
    - Dates: *Friday, December 4, 12noon*

- **Blackboard Basics**
    - Date: *Monday, January 11, 12noon*
- **How-to Record and Deliver Video Lectures to your Students**
    - Dates: *Wednesday, January 13, 12noon*
- **Gradescope**
    - Dates: *Friday, January 15, 12noon*
- **Blackboard has a new Zoom connection tool – the Zoom Meeting Manager**
    - Dates: *Monday, January 18, 12 noon*
- **How to Facilitate a Live Zoom Class Session**
    - Dates: *Wednesday, January 20, 12 noon*

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Video Tutorials

- http://rochester.edu/online-learning/disruption/index.html

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