

Addressing Academic Integrity and Assessment Design

The topic of online assessment and academic integrity was ongoing in the fall and generated several approaches to mitigate the concerns, as summarized below. Solutions will continue to be explored in the spring term.

- As part of the [Advancements in EdTech workshops](#), Michael Harris, Molly Ellis, Maribeth Kuenzi and Peter Raad had a session called Approaches to Academic Integrity in which they discussed ways to create authentic assessments that discouraged dishonesty as part of the design of the activities.
- In the [Remote Learning: From Survival to Exceptional](#), there was a session called “How to Keep Your Students from Cheating on Assessments?” that was led by Aria Cabot, Jim Linck, Tim McDonough, and Bivin Sadler.
- OIT and the ATSD’s reported that most of the academic integrity issues were concerned with plagiarism in paper and assignment submissions. They received far fewer academic integrity issues emerging from digitally proctored tests—either from Respondus Monitor or via Zoom.
- The Provost Office requested input from all the academic areas in December about specific concerns and approaches they were encountering. The following information provides a summary of their responses:
 - Areas reporting few to no concerns. Areas that rely on performances/essays/highly applied exams, portfolios, or projects reported very few to no problems with academic integrity.
 - Areas reporting proactive approaches. Many areas embedded a number of approaches to address these concerns: emphasizing the honor code in class, creating unique and idiosyncratic assignments that even if students have access to class notes and Internet, these resources would not cause conflicts with academic integrity; and developing an environment of trust and accountability to promote academic responsibility and a foster a healthy learning environment.
 - Areas reporting greater use of technology. Some units reported requiring the webcam to be on during tests and finals on Canvas and the use of LockDown Browser. Some areas used the random questions feature in Canvas for creating multiple copies of the exam.
- Two Partner Up Pedagogical Grant teams are exploring this issue directly in the spring term and will provide more information to the SMU community later in the semester. These two groups include representation from 11 faculty members across interdisciplinary teams.