Designing assessment for academic integrity

Conference or Workshop Item

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Designing Assessment for Academic Integrity

Shailey Minocha
School of Computing and Communications
Faculty of STEM

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Academic integrity

Definitions

Academic Integrity is the commitment from students, faculty, and staff to demonstrate honest, moral behaviour in their academic lives.

The International Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.

International centre for academic integrity, https://academicintegrity.org/

Academic integrity is: ‘the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility.’

Breaching academic integrity is also known as ‘academic misconduct’ or ‘academic dishonesty’.

Strategies for Academic Integrity*

- Promote and instill principles, study skills, morals, virtues and values: integral to every module; regular reminders (e.g. via infographics, visuals)

- Guidance after academic misconduct (e.g. case studies on how dishonest behaviours could derail careers and can have legal implications) and addressing shame and guilt but assisting to move forward with confidence

- Integrating academic integrity within the ethical integrity of the discipline

- Digital invigilation for time-limited remote/online exams (e.g. use of Artificial Intelligence, biometrics)

- Involvement of students in development of academic conduct policies and in academic misconduct processes

- Evaluating the policies and guidance from time to time: the effectiveness and impact

- Professional development, and sharing of good practice and experiences of dealing with academic misconduct

- Designing Assessment to avoid or reduce academic misconduct: Academic Integrity Principles for Assessment Design**

*The two highlighted boxes/strategies were discussed at the event.

**Academic Integrity Principles for Assessment Design, [https://www.dcu.ie/teu/academic-integrity-principles](https://www.dcu.ie/teu/academic-integrity-principles)
# Designing Assessment for academic integrity*

<table>
<thead>
<tr>
<th>Assessment for learning: clarifying the purpose, communicating the criteria</th>
<th>Not recycling assessment, case studies, data sets format of questions</th>
<th>Process-oriented assessment alongside the product; with feedback that feeds forward into the next task</th>
<th>Frequent low-stake assessment</th>
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<tbody>
<tr>
<td>Authentic assessment; linking theory to practice</td>
<td>Engaging with students to co-design rubrics or assessment tasks</td>
<td>Oral component in exams; reflective component; and using different modes (video, audio, visual)</td>
<td>Individualised assessment that is purposeful and driven by student’s interests</td>
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<tr>
<td>Reflections, self-assessment, peer-to-peer review</td>
<td>Repository of quiz questions and randomisation (e.g. S284, Astronomy)</td>
<td>Designing tasks with open-ended solutions to encourage individualised responses</td>
<td>Evaluating assessment practices and where practicable, ask students to provide feedback</td>
</tr>
</tbody>
</table>

*The two highlighted boxes/strategies were discussed at the event.*
Resources

International centre for academic integrity, https://academicintegrity.org/

Fundamental values of Academic Integrity, https://academicintegrity.org/resources/fundamental-values

QAA, Academic Integrity, https://www.qaa.ac.uk/about-us/what-we-do/academic-integrity


Talking about academic integrity, https://educational-innovation.sydney.edu.au/teaching@sydney/talking-about-academic-integrity/

‘Good Proctor or “Big Brother”? Ethics of Online Exam Supervision Technologies’, https://link.springer.com/article/10.1007/s13347-021-00476-1 (available as an open access article)

Designing online remote assessment and exams, https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment/online-remote

Academic Integrity Principles for Assessment Design, https://www.dcu.ie/teu/academic-integrity-principles

All the URLs in this presentation were last accessed on 5th November 2021.