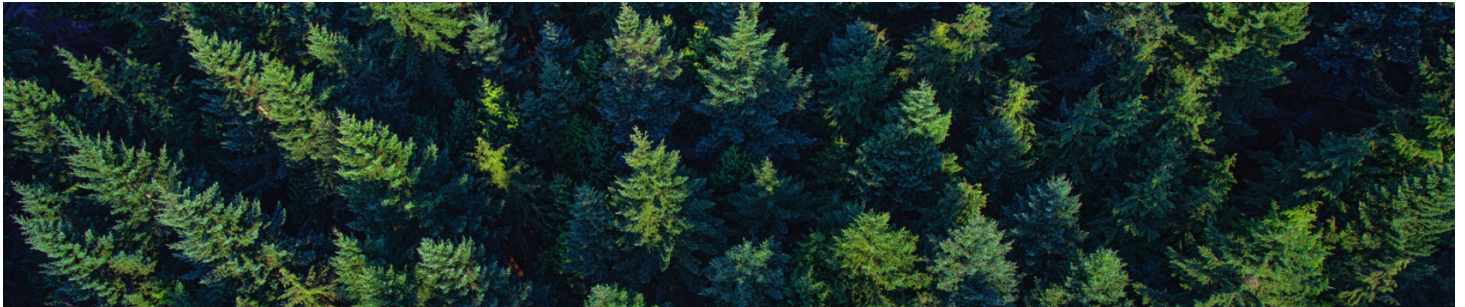


Academic Integrity

IN AN ONLINE LEARNING ENVIRONMENT

Try one or the combination of many of the below strategies to minimize cheating in the online environment



Create Questions That Require Higher Level Thinking

Short answer and essay questions tend to be more subjective and require students to draw from a deep understanding of course material than multiple choice or true and false questions. [Blooms Taxonomy](#) is a great resource for creating course objectives and appropriate assessments.

Randomize Questions

Randomizing the order in which questions appear makes students less likely to receive the same questions in the same sequence when taking a test, preventing students from taking the test simultaneously and sharing answers. Instructions for randomizing questions in Canvas can be found [here](#).

Avoid Using Test Bank Questions

Some test bank questions have been around for several years, and the answers to these questions are easily found online.

Plan For Technical Issues

Offer students a "practice exam" that allows students a chance to become familiar with the online testing features.

Wait To Release Scores

Set a later date after the testing window ends to see their score and feedback. If one student finishes early, they cannot see their score, then advise students who have not yet completed their test.

Offer Different Versions Of The Same Test

Either within the same term or between terms. Making slight changes to the questions and response options improves academic integrity, but it is best to make as many changes as possible. When creating a new assessment, prepare multiple versions to reduce future workload.

Set Clear Expectations

Tell students that their written assignments need to be cited and what citation style they need to use. Indicate if group collaboration is acceptable. Tell students which sources (textbook, course notes, etc.) they should use to respond to the questions. In an online environment, assume all online, un-proctored tests are open book.

Use Alternate Modes of Assessment

Audio and video-based exams require students to explain their work to ensure they formulate arguments independently. Additionally, try alternating standard assessment types like quizzes and midterms with case studies, presentations, discussions, etc.

Lower The Stakes

Avoid creating situations where students feel desperate. Use low-stakes or scaffolded assessments to evaluate your students and give them adequate time to meet deadlines. Use timed assessments appropriately and only when learning outcomes warrant it.

“Technology tools alone cannot foster a culture of academic integrity, nor can they prevent misconduct. However, used appropriately and in conjunction with other approaches, they may help prevent and support academic integrity.

Academic Integrity Is Everyone's Responsibility

Instructors have a responsibility to work together with students and staff to promote a culture of academic integrity. Academic integrity starts in the classroom by explicitly teaching academic integrity standards and including information about academic integrity in course syllabi and coursework.

- TALK TO YOUR STUDENTS ABOUT ACADEMIC INTEGRITY REGULARLY THROUGHOUT THE TERM
- SHOW YOUR STUDENTS HOW TO CITE SOURCES
- ESTABLISH AN ENVIRONMENT THAT IS CONDUCIVE TO STUDENTS COMING TO SEE YOU RATHER THAN RESORTING TO ACADEMIC MISCONDUCT IF THEY HAVE TROUBLE GETTING AN ASSESSMENT DONE ON TIME
- HOLD OFFICE HOURS SO STUDENTS CAN CONNECT WITH YOU
- PROACTIVELY PROVIDE STUDENTS RESOURCES TO HELP THEM UNDERSTAND UNIVERSITY RULES
- BE EXPLICIT ABOUT THE WAYS THAT STUDENTS CAN REACH YOU AND YOUR TEACHING ASSISTANTS
- EDUCATE TEACHING ASSISTANTS ON ACADEMIC INTEGRITY EXPECTATIONS AND REGULATIONS
- MAKE YOUR EXPECTATIONS CLEAR ON THE SYLLABUS, IN LECTURES AND ASSESSMENT DESCRIPTIONS
- EXPLAIN REGULATIONS VERBALLY AND IN WRITING
- REPORT CASES OF MISCONDUCT UNDER PROCEDURES ESTABLISHED BY THE DEAN'S OFFICE, OR WHERE NONE EXISTS, TO THE DEAN'S OFFICE



THE UNIVERSITY
OF BRITISH COLUMBIA

RESOURCES FOR INSTRUCTORS

Remote Assessment Guidebook

This [guidebook](#) is being developed to assist post-secondary faculty and staff with planning and implementing assessment.

Syllabus Template and Language

A [syllabus statement template](#) is available to assist you in creating your syllabus statement. Additional statements on academic integrity are available through the [Centre for Teaching and Learning website](#).

Office of the Ombudsperson Instructor Checklist For Responding to Academic Misconduct

[\(UBC Okanagan\)](#)
[\(UBC Vancouver\)](#)

Assessment Design Checklist

A [user-friendly checklist](#) for communicating expectations regarding academic integrity to students and designing courses with academic integrity in mind.

Monitoring and Invigilating Exams in Progress

Online exams do not allow for the same level of supervision that you are accustomed to with in-person exams. While you can't be in the same room as your students as they are writing their exams, [there are steps you can take during exams to monitor and provide support to students](#).

RESOURCES FOR STUDENTS

Introduction to Academic Integrity Canvas Course

The "[Introduction to Academic Integrity](#)" Canvas module discusses academic integrity in the context of why it matters — as a core element of how we as scholars and professionals do our work (and live our professional lives) at UBC and beyond.

Academic Integrity Matters (AIM) Program

The Academic Integrity Matters (AIM) program offers two Canvas modules: [Academic Integrity Matters for Unauthorized Collaboration and Cheating](#) and [Academic Integrity Matters for Plagiarism and Writing](#)

Office of the Ombudsperson Student Checklist For Responding to Suspicions of Academic Misconduct

[\(UBC Okanagan\)](#)
[\(UBC Vancouver\)](#)

UBC Academic Calendar Academic Misconduct Regulation

[\(UBC Okanagan\)](#)
[\(UBC Vancouver\)](#)