

Creating Academic Integrity Resources for Rapid Online Delivery

TEQSA

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Focus area: Making academic integrity visible

By late 2019, The University of Queensland (UQ) was preparing to roll out its comprehensive **Academic Integrity Action Plan** during 2020. When the COVID-19 pandemic hit, a number of ITaLI staff were quickly redeployed into an Assessment Online team whose remit was to provide timely resources to support academics rapidly move their teaching and assessment tasks online. Academic integrity was already a priority, but concerns were heightened with the transfer to the online mode.

Students - The **Integrity Notice** (posted in courses on LMS) and **Integrity Pledge** (included with assessment task) are adaptable to different tasks and disciplines. Core messages are:

- Commitment to UQ's academic integrity values, to actively create an honest culture, to respect peers and educators and uphold the reputation of UQ;
- Not seeking unauthorised assistance, or giving in to persuasive cheating messages. Being aware of contract cheating services potential blackmailing activities;
- UQ is monitoring assessment situations to detect academic misconduct; and,
- Trusted university support services are available. Students can be proud of their achievements when they are done with integrity.

Teaching staff - We created a short slide deck that could **facilitate a conversation with their students about the importance of academic integrity**. Key points are:

- Discuss academic integrity in the current context. Take an empathetic approach;
- Identify misconduct areas in online assessment and why some students cheat;
- Discuss the impact of cheating on the individual;
- Identify the risks of contract cheating; and,
- Recognise that UQ takes academic misconduct seriously.

School Academic Integrity Officers were provided with additional academic integrity information, as new assessment resources were developed, to strengthen their leadership in detection and investigation strategies and as a point of contact for academics.

Additional measures

- Providing assessment design alternatives to strengthen academic integrity online
- Adding existing resources and creating new ones; available to all from the sector.
- Facilitating opportunities for academics to share what worked in online teaching.

Reflection – the 3 'Ds'

- Despite the extra pressures, it was encouraging to see so many academics wanting to prioritise academic integrity in the online environment.
- Developing these resources rapidly during Covid-19 has accelerated the rollout of the institutional Academic Integrity Action Plan in an unexpected way.
- Difficulty in finding the balance between trusting students, while placing obstacles through assessment design to make it more difficult for them to cheat.

Academic integrity

Pre COVID-19 pandemic we had already taken significant steps to strengthen our:

- [assessment policies, procedures and guidelines](#)
- [academic dishonesty detection strategies](#), particularly in response to contract cheating; and
- [investigate institutional e-exam options](#).

Now we find ourselves needing to rapidly move face-to-face exams into the online environment whilst maintaining quality and integrity in our assessment tasks and processes.

In this environment, you can support integrity through:

- Reconsidering your course assessment to better suit this situation:
 - Is this exam or assignment particularly critical?
 - Does the exam focus on knowledge recall?
 - How will you communicate changes with students and help them prepare?
- Communicating with your students and teaching teams about cheating and integrity in digital assessment ([slides \(PPTX, 0.9 MB\)](#) and [discussion plan \(PDF, 288.6 KB\)](#)) and encouraging them to complete the [Academic integrity module](#).
- Including these [slides on academic integrity \(PPTX, 0.9 MB\)](#) in your lecture material and a [notice for your Learn.UQ \(Blackboard\) site \(DOCX, 64.6 KB\)](#).
- Thinking about how to ensure integrity for assessment that is critical within your programs – approaches such as virtual oral exams have high assurances of integrity but may take significant staff resources to conduct. See [exam design resources](#).
- Requesting students to take a [pledge to be submitted with all assessment \(DOCX, 57.4 KB\)](#).

In the video below, Associate Professor Phil Dawson talks to Dr Christine Slade about what academics can do to support academic integrity and identify misconduct.



Source [ITaLI's Covid-19 Teaching Guidance website](#)

Deakin's Centre for Research in Assessment and Digital Learning (CRADLE) has provided us with an [evidence-based guide \(PDF, 3.5 MB\)](#) and [decision support tools \(PDF, 133 KB\)](#) to assist with understanding academic integrity and redesigning assessment for full online delivery without invigilated exams.

📎 Resources

- [Academic integrity slides for students \(PPTX, 0.9 MB\)](#)
- [Academic integrity discussion plan \(PDF, 288.6 KB\)](#)
- [Academic integrity notice for Learn.UQ \(Blackboard\) site \(DOCX, 64.6 KB\)](#)
- [Academic integrity pledge for students \(DOCX, 57.4 KB\)](#)