

Promoting Academic Integrity through Assessment Design

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NIDL, TEU



This session will allow you:



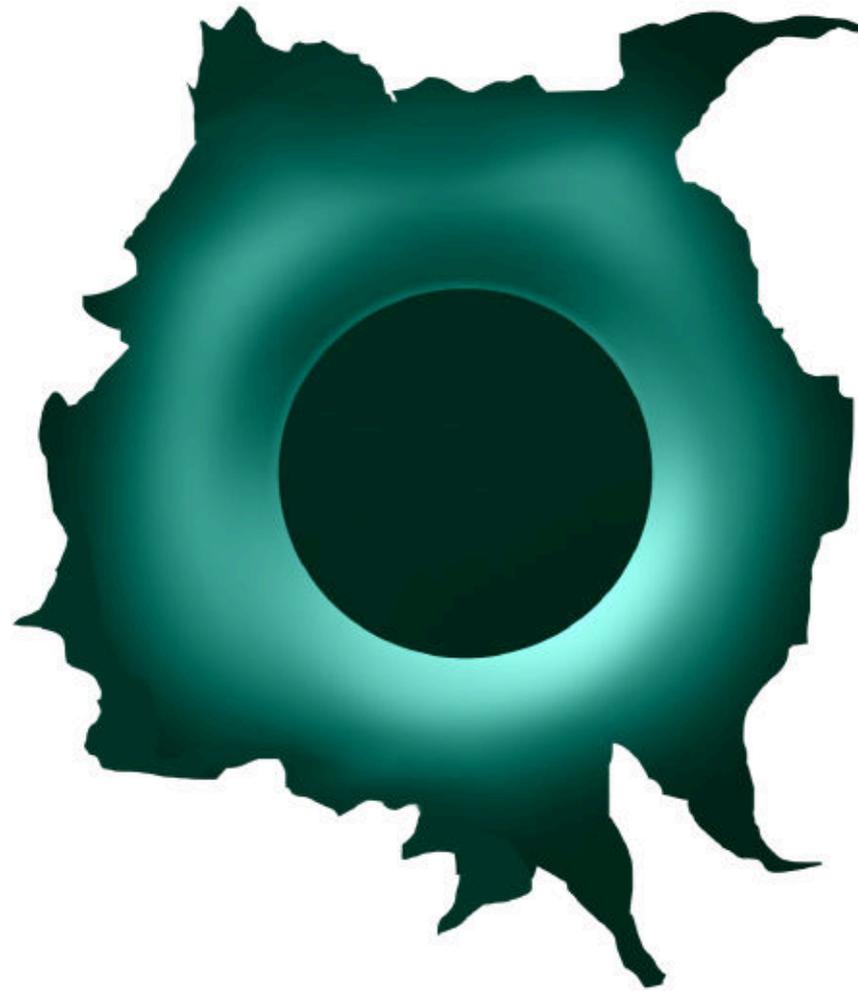
Consider ways of designing assessment to promote academic integrity;

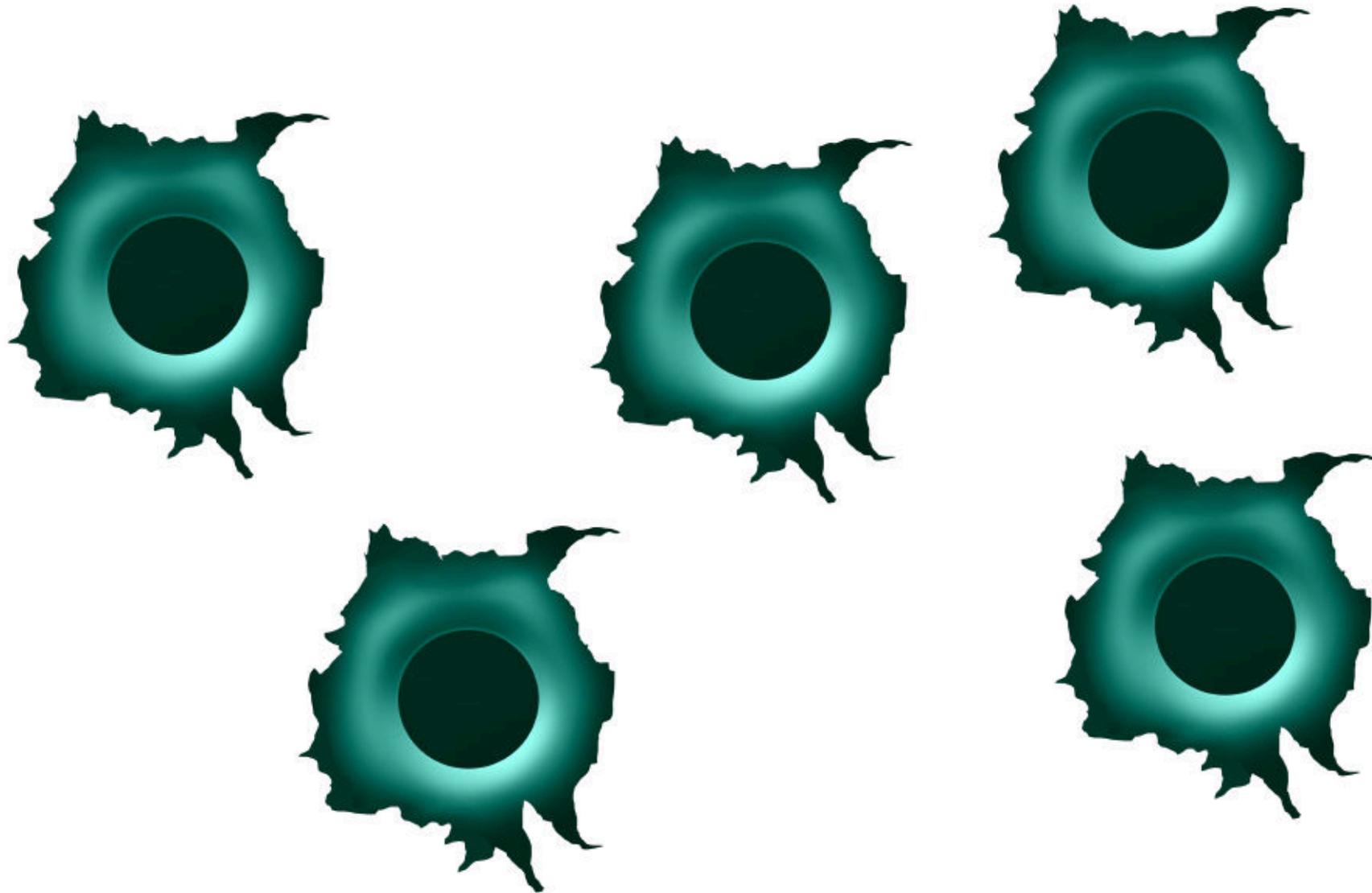
Design assessments that empower and engage students; and

Appreciate some of the reasons students resort to contract cheating.



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Vevox word cloud poll



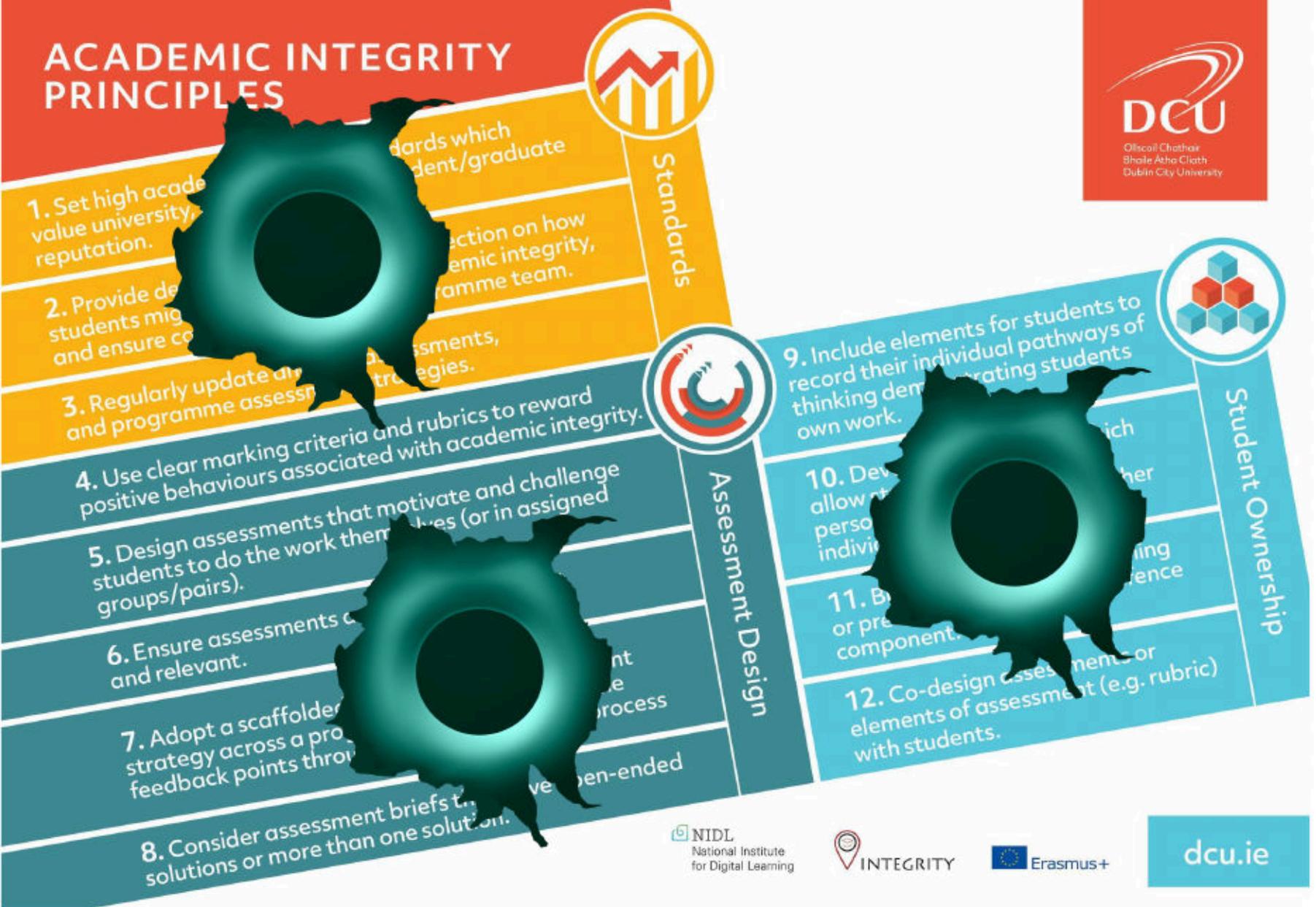
Academic Integrity

Defined by the International Center for Academic integrity (ICAI) as “*a commitment, even in the face of adversity, to six fundamental values; **honesty, trust, fairness, respect, responsibility and courage***” (Fishman, 2014).



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ACADEMIC INTEGRITY PRINCIPLES



The infographic is divided into three main sections, each with a circular icon and a vertical label:

- Standards** (Icon: Bar chart with upward arrow):
 1. Set high academic standards which value university reputation.
 2. Provide detailed information on how academic integrity is valued by the programme team.
 3. Regularly update and programme assessments, and programme assessment strategies.
- Assessment Design** (Icon: Hand holding a pencil):
 4. Use clear marking criteria and rubrics to reward positive behaviours associated with academic integrity.
 5. Design assessments that motivate and challenge students to do the work themselves (or in assigned groups/pairs).
 6. Ensure assessments are relevant and relevant.
 7. Adopt a scaffolded assessment process strategy across a programme with feedback points throughout the process.
 8. Consider assessment briefs that have open-ended solutions or more than one solution.
- Student Ownership** (Icon: Three interlocking cubes):
 9. Include elements for students to record their individual pathways of thinking demonstrating their own work.
 10. Develop assessments which allow personal input from individual students.
 11. Build in a peer review or presentation component.
 12. Co-design assessments or elements of assessment (e.g. rubric) with students.

Standards

1. Set high academic integrity standards which align university, programme, and student/graduate regulations.
2. Provide detailed information and direction on how students might avoid breaches of academic integrity, and ensure consistency across a programme team.
3. Regularly update and align assessment, and programme assessment strategies.

...working criteria and rubrics to reward and programme assessment strategies associated with academic integrity

Standards



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Standards

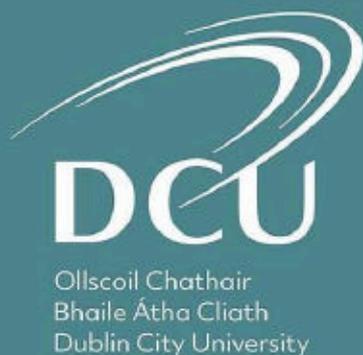
1. Set high academic integrity standards which align university, programme, and student/graduate regulations.
2. Provide detailed information and direction on how students might avoid breaches of academic integrity, and ensure consistency across a programme team.
3. Regularly update and align assessment and programme assessment strategies.

...making criteria and rubrics to reward and promote academic integrity



Promoting Academic Integrity Week Programme 19th - 23rd October 2020

DCU Students	DCU Staff
<p>Rise to the Challenge</p> <ul style="list-style-type: none"> - Academic Integrity Challenge - exciting Library Referencing Challenge <p>Access challenges via the Loop top menu 4 x €50 One4All vouchers up for grabs</p>	<p>#IUADigEd Webinar – Consider how technology can promote academic integrity Monday 19 Oct 12.30 – 1.30</p>
<p>Make a Declaration</p> <p>All week long add your pledge to academic integrity by contributing to the student declaration bank via the Loop top menu 2 x €50 One4All vouchers up for grabs</p>	<p>Relaunch of Academic Integrity Hub Tuesday 20 Oct 13:00 – 13:30</p> <p>Commitment to Promoting Academic Integrity - All week long Engage with activities on the Hub</p>
<p>Panel Webinar – The Ethics of Academic Integrity</p> <p>Discussion aimed at reframing the discourse around academic integrity from a policy-driven punitive approach to a sense of personal responsibility driven by our own internal moral compass.</p> <p>Speakers: Mohammad Hoseini; Caitlín Grant and Billy Kelly Wednesday 21 Oct, 17:15 – 18:00 Register: bit.ly/dcu21oct</p>	



Standards

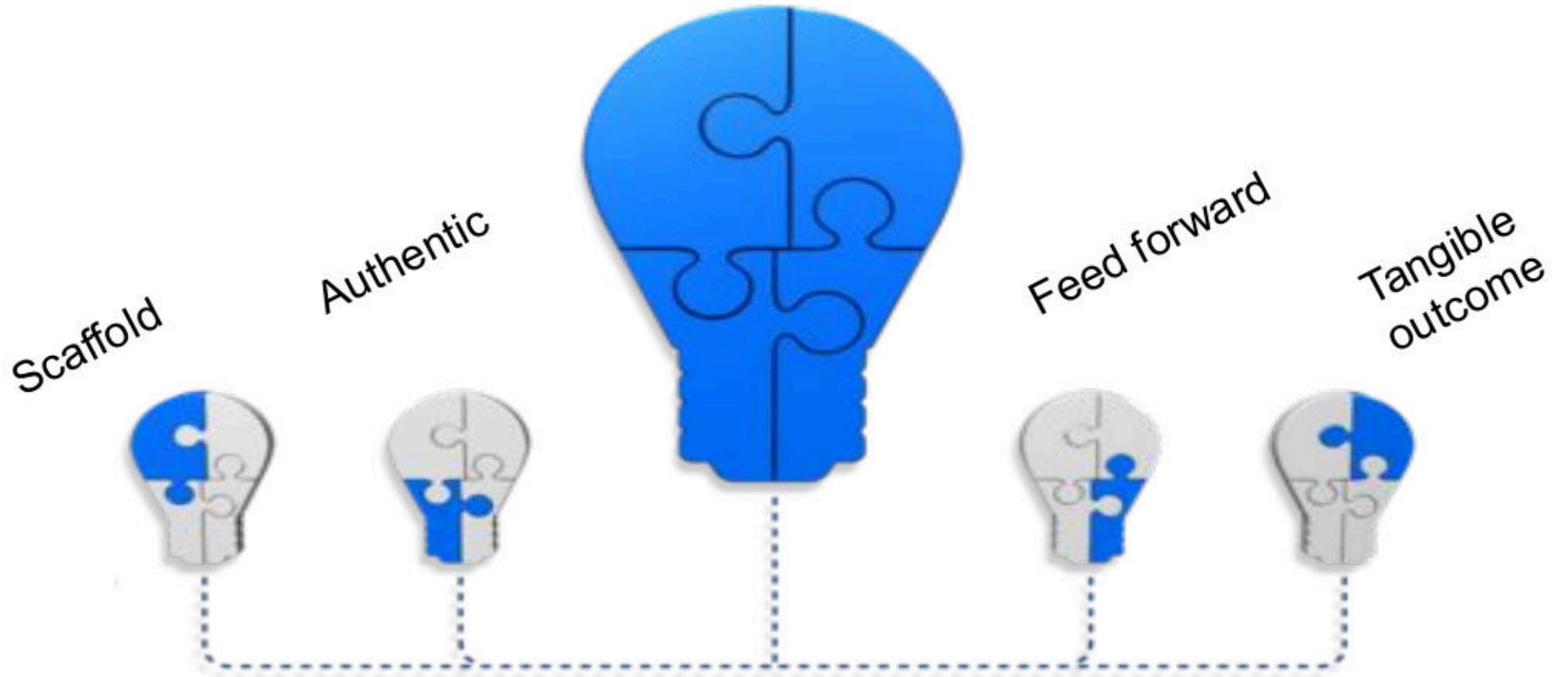
1. Set high academic integrity standards which shape university, programme, and student/graduate reputation.
2. Provide detailed information and direction on how students might avoid breaches of academic integrity and ensure consistency across a programme team.
3. Regularly update and add assessments and programme assessment strategies.

Using marking criteria and rubrics to reward quality related with academic integrity.



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Assessment Design



- 5. Regularly update and evaluate your marking criteria and program assessment strategies.
- 4. Use clear marking criteria and rubrics to reward positive behaviours associated with academic integrity.
- 5. Design assessments that motivate and challenge students to do the work themselves for assigned group/teams.
- 6. Ensure assessments are authentic, current and relevant.
- 7. Adopt a scaffolded and integrated assessment strategy across a programme, including multiple feedback points throughout the assessment process.
- 8. Consider assessment beliefs that have open-ended solutions or more than one solution.

Example

Interactive Oral Assessment; an authentic and integral alternative to examination.

Developed for the Griffith Business School by Danielle Logan, Assoc. Prof. Popi

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5. Regularly update and use the most appropriate assessment strategies.

4. Use clear marking criteria and rubrics to reward positive behaviours associated with academic integrity.

5. Design assessments that motivate and challenge students to do the work themselves for assigned group projects.

6. Ensure assessments are authentic, current and relevant.

7. Adopt a scaffolded and integrative assessment strategy during a programme, including multiple feedback points throughout the assessment process.

8. Consider assessment beliefs that have open-ended solutions or more than one solution.

Assessment Design



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Student Ownership or Partnership

9. Include elements for students to record their individual processes of thinking demonstrating students own work.

10. Develop assessments which allow students to prepare personalised assessments (either individually or group based).

11. Build in a form of questioning or presentation/viva type defence component.

12. Co-design assessments or elements of assessment (e.g. rubric) with students.

Student Ownership



STUDENTS AS PARTNERS IN ASSESSMENT (SAPIA)

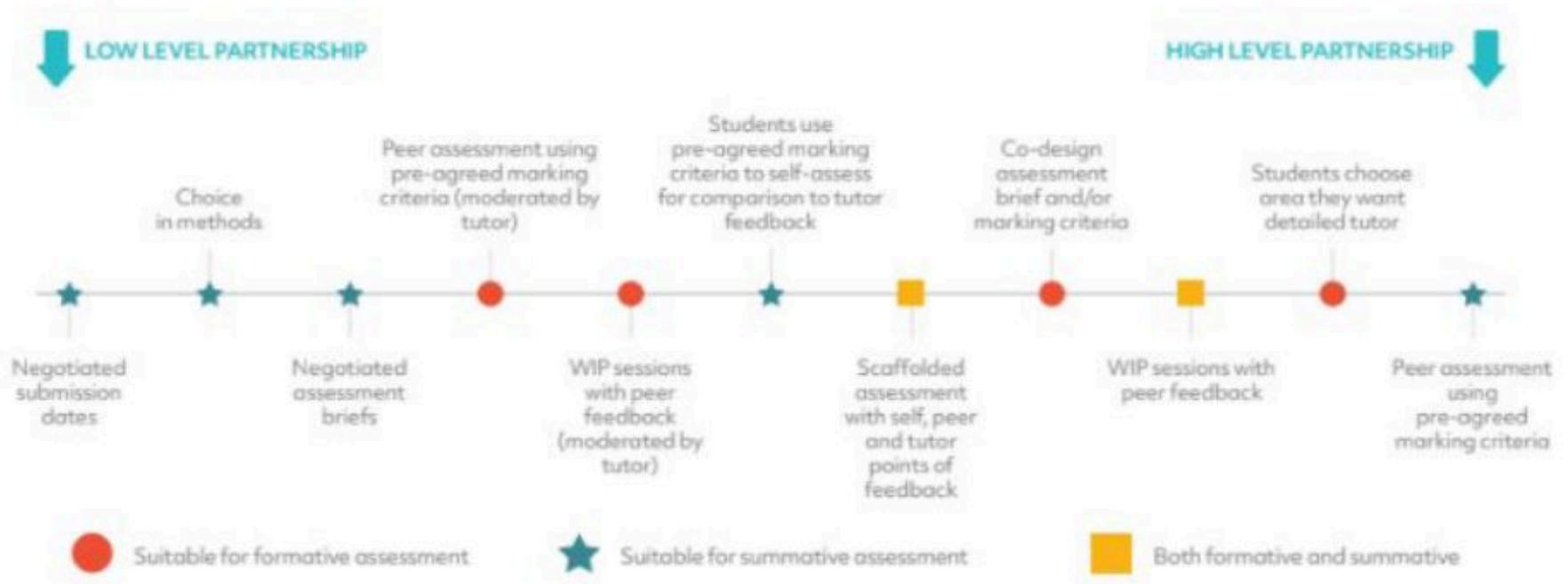
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Student Ownership



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Student Ownership





Academic Integrity Checklist

Does your assessment.....

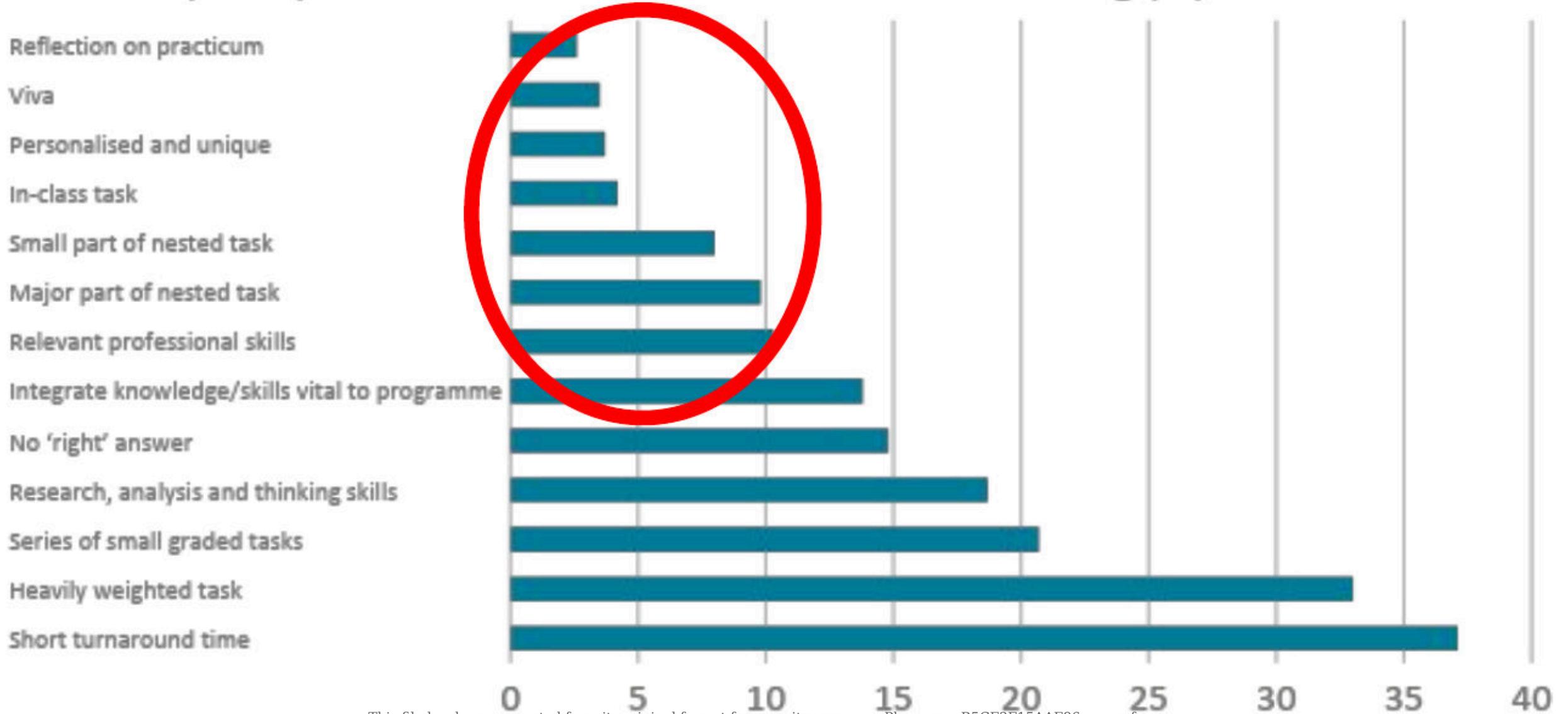
- Set high academic integrity standards
- Provide focused direction and support
- Relate to current module and cohort
- Use rubric to reward good academic practice
- Motivate and challenge students
- Provide authentic learning experience
- Offer multiple feedback opportunities
- Have open ended or multiple solutions
- Allow students to demonstrate own learning pathway
- Include oral component
- Involve students as co-owners or partners



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Listen to students.

Students' perceptions of the likelihood of contract cheating (%)



ACADEMIC INTEGRITY FOR QUALITY TEACHING AND LEARNING IN HIGHER EDUCATION INSTITUTIONS IN GEORGIA (INTEGRITY), FUNDED THROUGH THE ERASMUS+ CBHE 2017

DCU Teaching Enhancement Unit (TEU) worked with partner universities on the INTEGRITY project, funded under the KA2 strand, aimed at enhancing the quality of teaching and learning processes that are based on the principles of academic integrity, supported by policies, mechanisms and tools that help prevent and detect cases of plagiarism in higher education institutions in Georgia. The collaboration was led by Iliia State University (Georgia), and DCU worked as partners with University of Roehampton (UK), Uppsala Universitet (Sweden) and Universitaet Wien (Austria).

DCU TEU developed a resource toolkit for academics to support them in designing assessments which actively encourage academic integrity. The suite of resources advanced for the toolkit includes a literature review publication; a set of twelve principles and related explanations; interactive glossary; self and team checklists; animated scenarios; and a collection of case studies.

Posted on October 1, 2020

Leave a comment

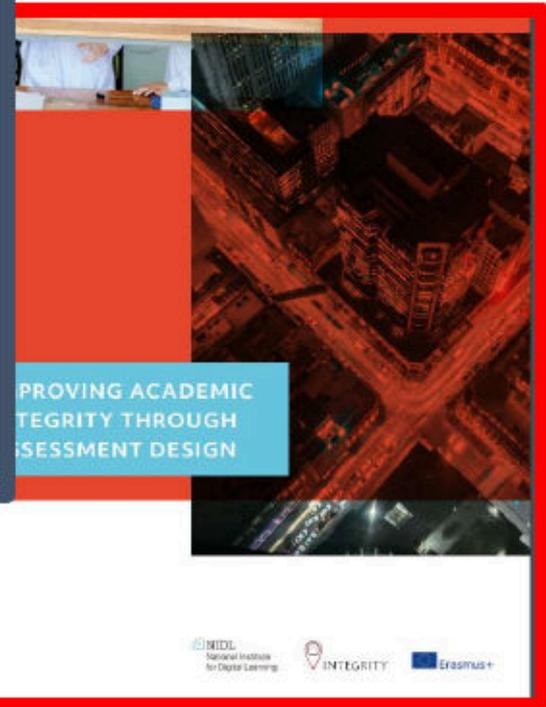
Edit

Literature Review

Principles

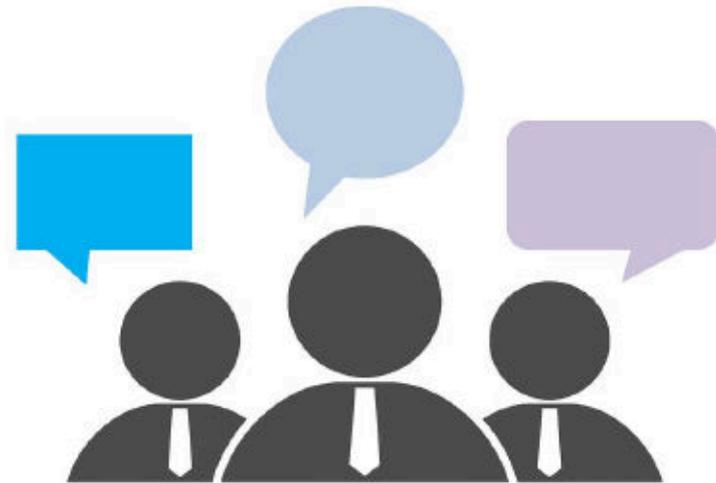
Glossary

Scenarios



<https://teuintegrityproject.wordpress.com/>

Vevox text opinion poll



References



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Egan, A. (2018). *Improving Academic Integrity through Assessment Design*. Dublin City University, National Institute for Digital Learning (NIDL).

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International Center for Academic Integrity. *Fundamental Values*. Retrieved 6th October 2020 at <https://www.academicintegrity.org/fundamental-values/>

Images: <https://www.presentermedia.com/>



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