

Promoting Academic Integrity through Assessment Design

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NIDL, TEU



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This session will allow you:



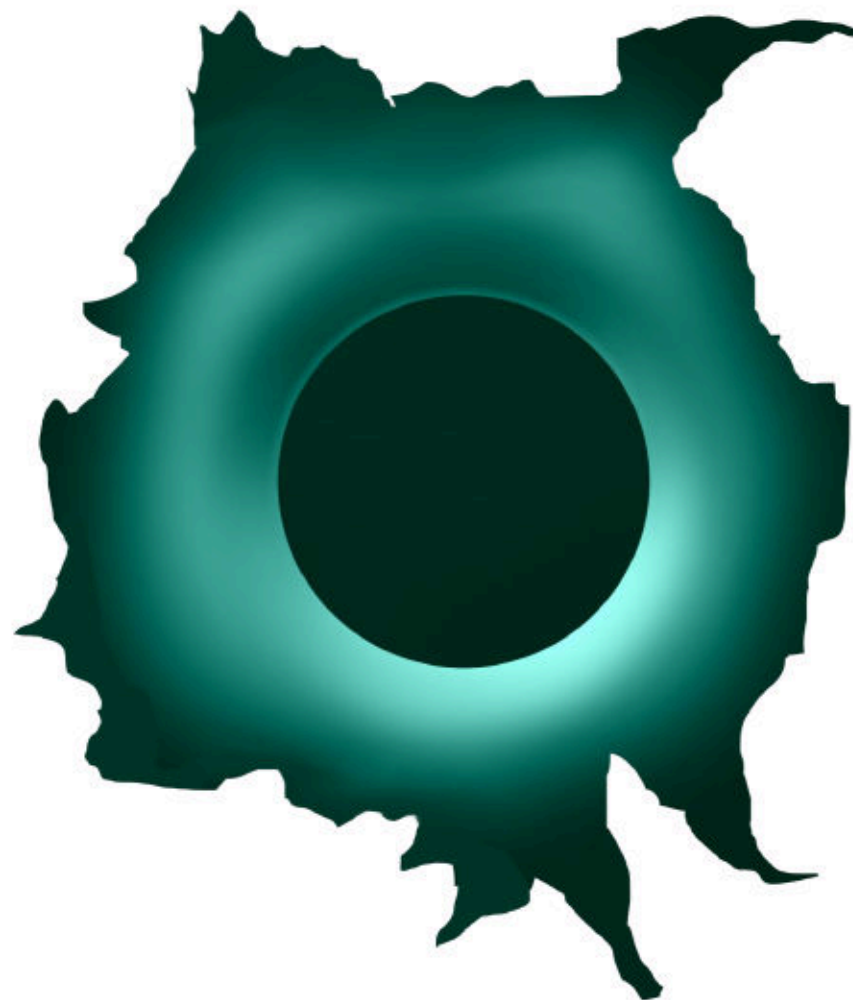
Consider ways of designing assessment to promote academic integrity;

Design assessments that empower and engage students; and

Appreciate some of the reasons students resort to contract cheating.



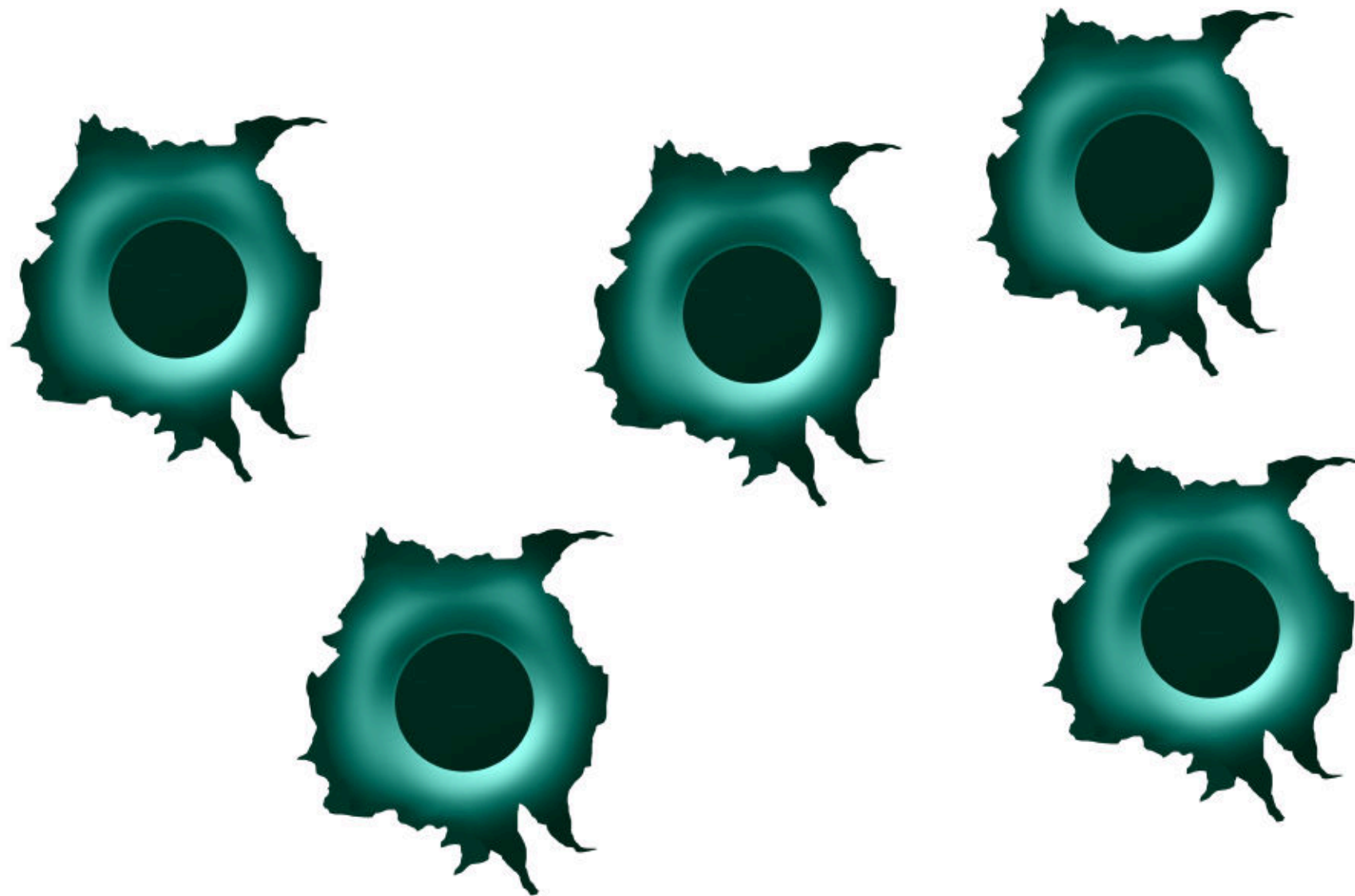
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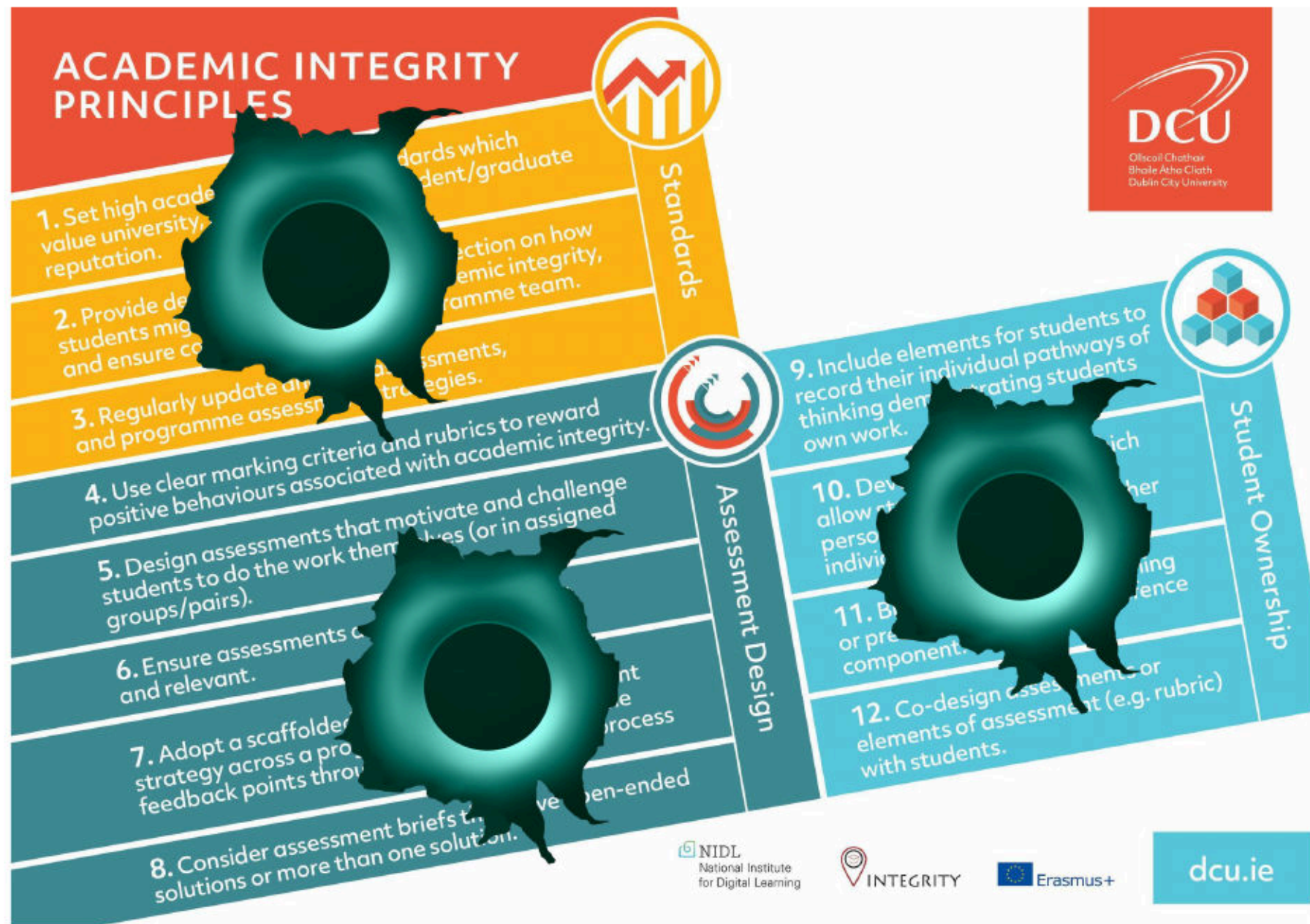


Vevox word cloud poll



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).



Standards

- 1. Set high academic integrity standards which make 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 link assessment criteria and programme assessment strategies.

...working criteria and rubrics to reward and programme assessment strategies.

Standards



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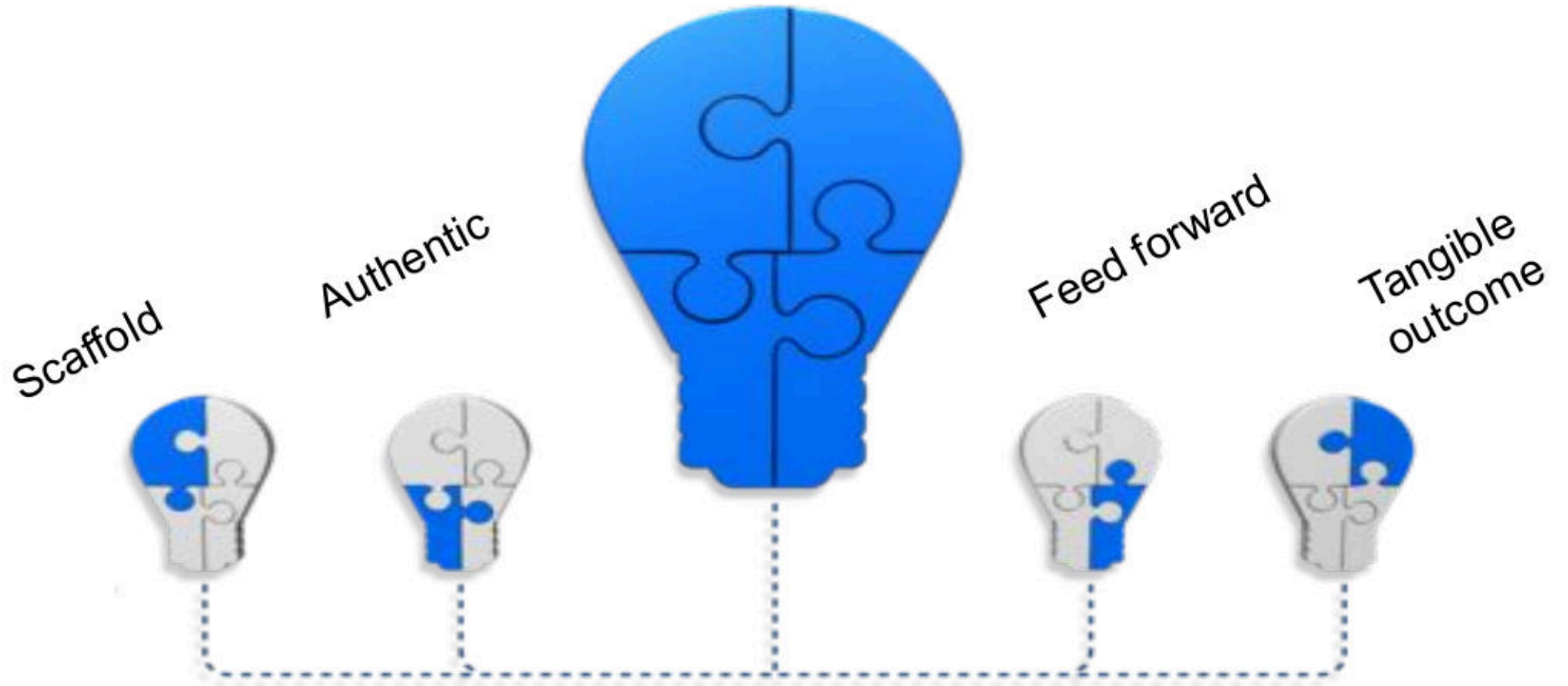


Promoting Academic Integrity Week Programme 19th - 23rd October 2020

DCU Students	DCU Staff
Rise to the Challenge - Academic Integrity Challenge - exciting Library Referencing Challenge Access challenges via the Loop top menu 4 x €50 One4All vouchers up for grabs	#IUADigEd Webinar – Consider how technology can promote academic integrity Monday 19 Oct 12.30 – 1.30
Make a Declaration 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	Relaunch of Academic Integrity Hub Tuesday 20 Oct 13:00 – 13:30 Commitment to Promoting Academic Integrity - All week long Engage with activities on the Hub
Panel Webinar – The Ethics of Academic Integrity 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. Speakers: Mohammad Hoseini; Caitlín Grant and Billy Kelly Wednesday 21 Oct, 17:15 – 18:00 Register: bit.ly/dcu21oct	



Assessment Design



Example

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



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

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5. Regularly update and evaluate the assessment and programme 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 quality levels.

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.

Assessment Design


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Student Ownership or Partnership

9. Include elements for students to record their individual pathways 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.

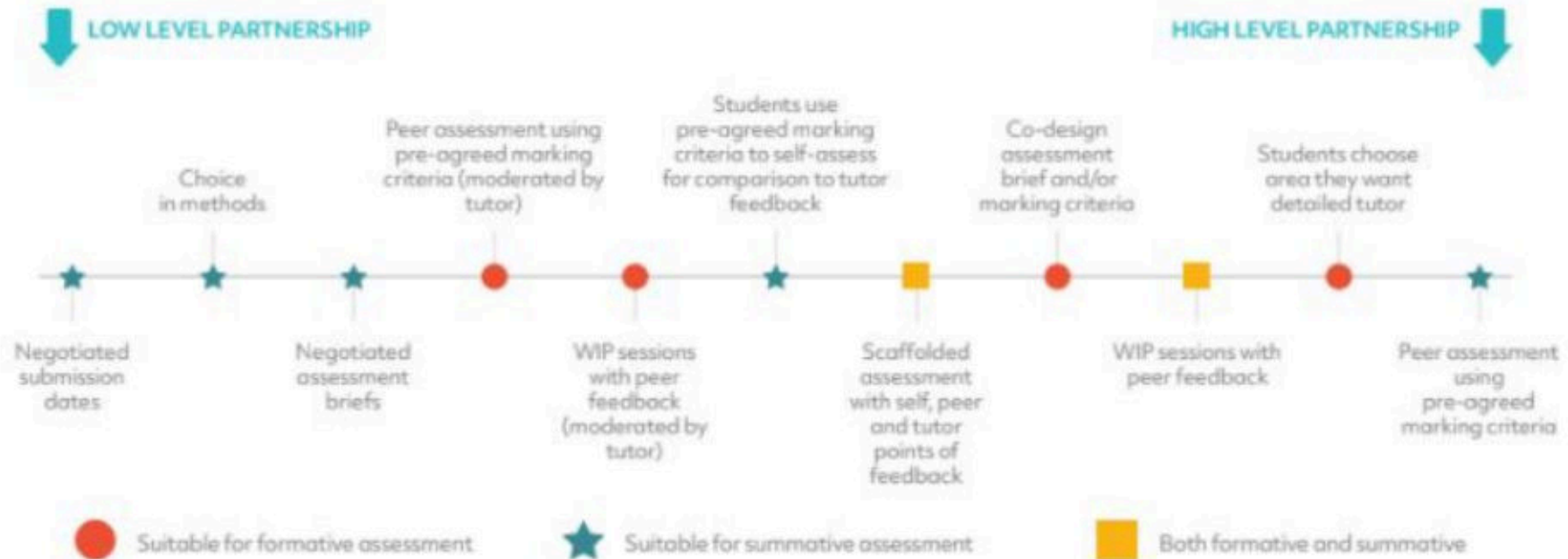
12. Co-design assessments or elements of assessment (e.g. rubric) with students.

Student Ownership



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





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



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 Ilia 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.

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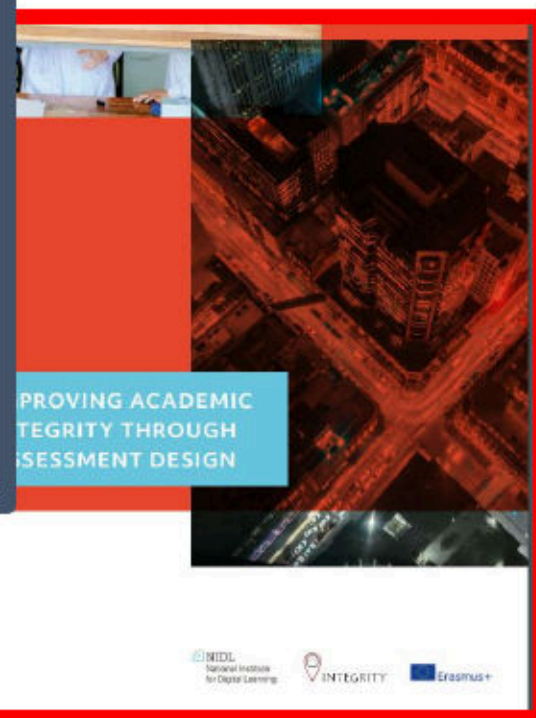
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[Literature Review](#)

[Principles](#)

[Glossary](#)

[Scenarios](#)



Vevox text opinion poll



References



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

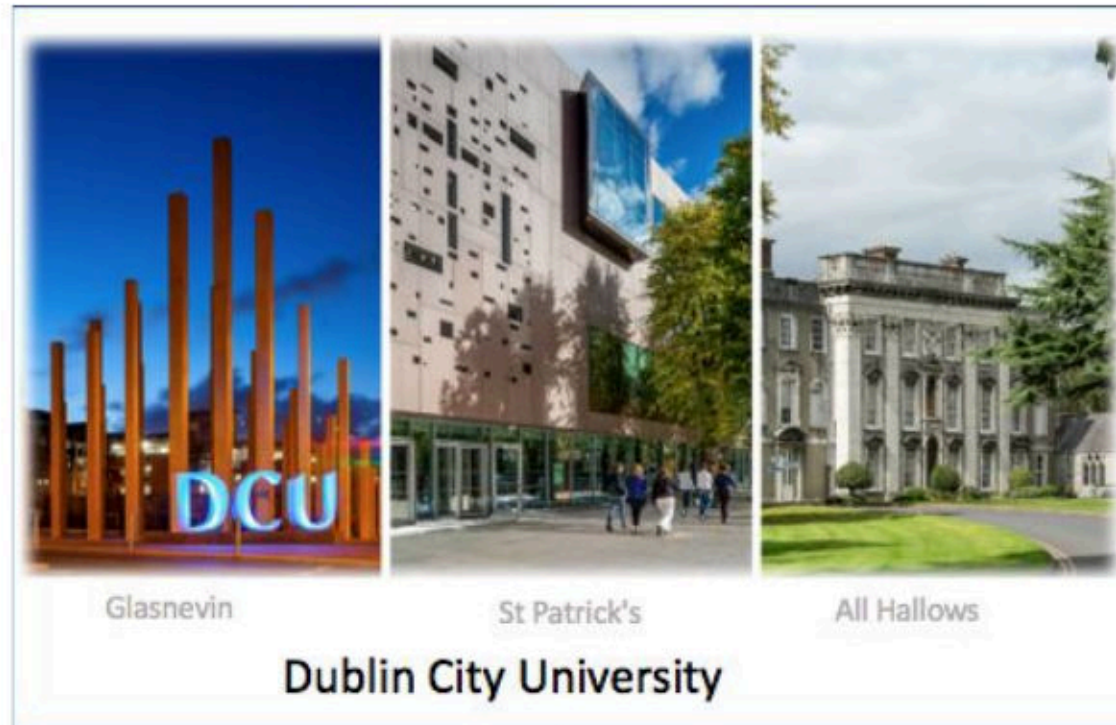


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