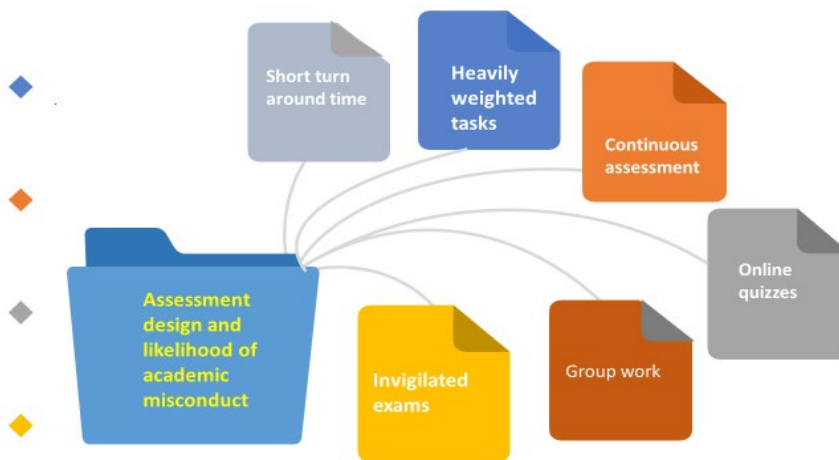


Assessment Design and Academic Integrity



Assessment design features that may lead to academic misconduct

➤ Short turn-around time

- can exert unreasonable pressure on students to understand assessment requirements in a short time frame.

Strategy

- provide early, low-stakes practice and feedback on similar/practice items
- follow up with a discussion/oral presentation (or viva) to check that outsourcing has not occurred.

➤ Heavily weighted assessments

- amplify the pressure to pass
- conducted via invigilated exams are often sites of undetected cheating.

Strategy

- break the task up into sequential components submitted over time for feedback, and redistribute the weighting
- build in [Studiosity](#)
- provide ample practice and feedback opportunities
- monitor progress
- minimise the impact of failure on progression e.g. supplementary assessments
- explain the importance of the task in the discipline and for employability
- discuss with students the role of Turnitin as an educative tool to check their work for correct referencing and the role of the tool to detect plagiarism.

➤ Continuous assessment

- promotes regular engagement, provides regular feedback opportunities and is good for getting to know students
- students might consider weekly learning for marks trivial and rationalise collusion because of the nature of the tasks and the few marks allocated.

Strategy

- ensure that the weighting and task conditions support a formative purpose. Explain to students the purpose of these tasks - to practice, gain feedback and apply the skills in the upcoming summative assessment task.

➤ Online quizzes

- encourage engagement, incremental learning and offer regular feedback
- collusion is commonplace; students see these as trivial and rationalise cheating to complete them.

Strategy

- make the quizzes formative – for learning – not assessment – give the quizzes a clear purpose e.g. to prepare you well for the upcoming assessment
- substitute questions that seek knowledge recall with higher levels of thinking questions such as application, analysis
- use a question bank so that each login receives randomly assigned questions in a different order or use algorithmic questions - where students have the same problem to solve but each student is given different data to apply to solve the problem.

➤ Group work

- provide clear instructions about what is to be done collaboratively and what needs to be done individually.

Strategy

- use group work to teach about the challenges and benefits of collaboration
- discuss strategies for responding to academic integrity issues with students
- discuss and clearly outline in written form what the expectations are for the individual work component and the collaborative component.

➤ Exams

- there is a false belief that exams are the best way to safeguard academic integrity
- exam cheating is more common than outsourcing and detected far less often by staff.

Strategy

- students need to see the exam as being relevant to their future learning
- build in a reflective question component
- set new exam questions per semester
- set questions that involve higher order level thinking where students need to draw connections, make judgements, decisions and comparisons.