Online Teaching and Academic Integrity

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The UM3D instructional design and media team provide resources and assist course developers with creating quality online courses for University of Memphis and University of Memphis Global. UM3D also has Resources for Going Online and Alternatives to Proctoring to learn more about best practices and evidence-based solutions for high impact online teaching. The UofM Keep Teaching is another useful set of online information and related resources.

One common concern with online teaching academic integrity is for assessments (e.g., exams). Preserving academic integrity is difficult in regular face-to-face (F2F) courses and even more so in an online setting. Before you implement any intervention (e.g., process, technology, setting, etc.), please be sure to consider what would work best for your course, assessment, and students.

Given the unexpected conversion to virtual instruction this semester, it is essential to avoid pushing costs on to students. **Please do not require students register for ProctorU or other fee-based proctoring services for any courses that transitioned from F2F to online this semester**.

Here are some free and effective options for managing academic integrity:

Randomized Assessments: Assessments administered using the standard eCourseware testing engine can randomize the order of questions, select from question pools, or randomize the correct answer—all of which are easy to set up and work nicely for keeping students from cheating easily. You can even do this with essay-style questions. Select the randomize questions option when building a test to limit the likelihood that students cheating together will receive the same questions on a test and on future tests See the UM3D video tutorials on Randomizing Questions and Shuffling Questions for assessments.

Time limits/windows: Setting a time limit on the assessment to restrict the amount of time students have to consult books, notes, or internet. Keeping the window tight requires more preparation on the student's part in order to be successful. This is true of both objective and subjective type questions. You want the time to "push" students a bit so they have less time, so match the time and the assessment carefully. Too much time and you will introduce unwanted behaviors. Too little time, and you hear from the students! Timer is a setting in eCourseware that is easy to use. Also, note that you really need to restrict your online exams to the same timeframe as when you would have held class. If instructors start to schedule online exams outside of the typical class meeting time, many conflicts are likely to arise. If you have a student who needs an alternative time, such as they are in a different

country and the scheduled exam time will be the middle of the night ask them to confirm in writing that the requested time will not conflict with another scheduled exam/quiz/test/class.

TurnitIn for essays/case studies: We have a standard license of Turnitin built into the Drop-box tool on eCourseware that can automatically run all submissions posted through the "originality checker" and produce a report (includes % duplicated and URL-pointers) that the faculty member can review. This is super-easy to use and many faculty find it useful. The use of assessment rubrics will help students understand how their work will be evaluated, and make the grading process easier. See the UM3D video tutorials on [Creating an Analytic Rubric](#) for assessment.

Design activities that minimize the ability to cheat: With reasonable thought and flexibility, faculty can design activities that simply don't generally lead to cheating but instead induce the student to do things on their own. For example, design an activity with a set of expectations and guidelines, but have the student decide on what specifically they will analyze and report based on personal areas of interest. The use of TurnitIn as an additional control for academic integrity can help.