

## Design for academic integrity considerations

	Assignment due within term time	'Take home' exam due within exam period*	Exam† downloaded and uploaded**	Exam† completed via LMS exam/quiz tool‡	Exam† completed using LMS browser lockdown‡	Exam† completed using purchased computer lock down tool‡	†Exam completed using purchased exam proctoring tool‡
	Assessment design fostering a climate of academic integrity				Time and resource for assessment focused on: Detection of cheating, prevention through constraining activity and surveillance		
<b>Academic integrity considerations</b>	<ul style="list-style-type: none"> <li>• Typical integrity considerations.</li> </ul>	<ul style="list-style-type: none"> <li>• Opens potential for collaboration in completion of exam.</li> <li>• Potential for external content sourcing (e.g. Chegg).</li> </ul>	<ul style="list-style-type: none"> <li>• Shorter duration may limit capacity to check with peers, source content from external sites (e.g. Chegg) and/or review material to support responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited effectiveness in deterring access to content or materials as all other electronic devices remain unimpeded.</li> <li>• May give students more confidence of overall fairness of assessment.</li> <li>• Shorter duration may limit capacity to check with peers, source content from external sites (e.g. Chegg) and/or review material to support responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate effectiveness in detecting integrity breaches.</li> <li>• Higher accuracy (and cost) with human invigilation option. False positives likely with automated tools.</li> <li>• May give students more confidence of overall fairness of assessment.</li> </ul>		
<b>Design considerations</b> <i>In all cases:</i> <a href="#">Communicate expectations</a> <a href="#">Describe design decisions to students</a>	<ul style="list-style-type: none"> <li>• Consider strategies to <a href="#">increase student commitment</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider designing for <a href="#">collaboration</a> and <a href="#">acknowledgements</a> of assistance.</li> <li>• Design <a href="#">exam for open book context</a>. <a href="#">Download an explanation of how to transform your current exam questions into open-book questions</a>.</li> <li>• Use questions that require higher level thinking, requiring application, synthesis and integration, and connect to course events or local context.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid questions easily answered with internet search.</li> </ul>	<ul style="list-style-type: none"> <li>• Randomize questions (increases connectivity issues to significant).</li> <li>• Reduce memorization-oriented questions.</li> <li>• Focus on short, frequent assessment of under 20 minutes throughout the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Randomize questions (increases connectivity issues).</li> <li>• Reduce memorization-oriented questions.</li> </ul>		

\* extended window for exam completion (i.e. typically 2 days to a week). Note: the duration for completion should be no longer than the time typical for preparation and writing of a timed exam.

† exams are 3 hours or less in duration

\*\* **does not** require uninterrupted internet access

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