### Design for academic integrity considerations

<table>
<thead>
<tr>
<th>Assignment due within term time</th>
<th>Take home exam due within exam period*</th>
<th>Exam† completed via LMS exam/quiz tool‡</th>
<th>Exam‡ completed using LMS browser lockdown‡</th>
<th>Exam† completed using purchased computer lockdown tool‡</th>
<th>†Exam completed using purchased exam proctoring tool‡</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment design fostering a climate of academic integrity</td>
<td>Time and resource for assessment focused on:</td>
<td>Detection of cheating, prevention through constraining activity and surveillance</td>
<td></td>
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</tbody>
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#### Academic integrity considerations
- Typical integrity considerations.
- Opens potential for collaboration in completion of exam.
- Potential for external content sourcing (e.g. Chegg).
- Shorter duration may limit capacity to check with peers, source content from external sites (e.g. Chegg) and/or review material to support responses.
- **Limited effectiveness** in deterring access to content or materials as all other electronic devices remain unimpeded.
- May give students more confidence of overall fairness of assessment.
- Shorter duration may limit capacity to check with peers, source content from external sites (e.g. Chegg) and/or review material to support responses.
- **Moderate effectiveness** in detecting integrity breaches.
- Higher accuracy (and cost) with human invigilation option.
- False positives likely with automated tools.
- May give students more confidence of overall fairness of assessment.

#### Design considerations
- Consider strategies to increase student commitment.
- Consider designing for collaboration and acknowledgements of assistance.
- Avoid questions easily answered with internet search.
- **Randomize questions** (increases connectivity issues to significant).
- Reduce memorization-oriented questions.
- Focus on short, frequent assessment of under 20 minutes throughout the course.
- **Randomize questions** (increases connectivity issues).
- Reduce memorization-oriented questions.

In all cases: Communicate expectations.
Describe design decisions to students.

* 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
‡ requires uninterrupted internet access

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