Designing Assessment for Academic Integrity

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Academic integrity

Definitions

Academic Integrity is the commitment from students, faculty, and staff to demonstrate honest, moral behaviour in their academic lives.

The International Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.

International centre for academic integrity, https://academicintegrity.org/

Academic integrity is: 'the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility.'

Breaching academic integrity is also known as 'academic misconduct' or 'academic dishonesty'.

The Tertiary Education Quality and Standards Agency (TEQSA), https://www.teqsa.gov.au/what-academic-integrity

Strategies for Academic Integrity*

Promote and instill principles, study skills, morals, virtues and values: integral to every module; regular reminders (e.g. via infographics, visuals)	Guidance after academic misconduct (e.g. case studies on how dishonest behaviours could derail careers and can have legal implications) and addressing shame and guilt but assisting to move forward with confidence
Integrating academic integrity within the ethical integrity of the discipline	Digital invigilation for time-limited remote/online exams (e.g. use of Artificial Intelligence, biometrics)
Involvement of students in development of academic conduct policies and in academic misconduct processes	Evaluating the policies and guidance from time to time: the effectiveness and impact
Professional development, and sharing of good practice and experiences of dealing with academic misconduct	Designing Assessment to avoid or reduce academic misconduct: Academic Integrity Principles for Assessment Design**

*The two highlighted boxes/strategies were discussed at the event.
**Academic Integrity Principles for Assessment Design, https://www.dcu.ie/teu/academic-integrity-principles

Designing Assessment for academic integrity*

Assessment *for* learning: clarifying the purpose, communicating the criteria	Not recycling assessment, case studies, data sets format of questions	Process-oriented assessment alongside the product; with feedback that feeds forward into the next task	Frequent low-stake assessment
Authentic assessment; linking theory to practice	Engaging with students to co-design rubrics or assessment tasks	Oral component in exams; reflective component; and using different modes (video, audio, visual)	Individualised assessment that is purposeful and driven by student's interests
Reflections, self-assessment, peer-to-peer review	Repository of quiz questions and randomisation (e.g. S284, Astronomy)	Designing tasks with open-ended solutions to encourage individualised responses	Evaluating assessment practices and where practicable, ask students to provide feedback

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Resources

International centre for academic integrity, https://academicintegrity.org/

Fundamental values of Academic Integrity, https://academicintegrity.org/resources/fundamental-values

QAA, Academic Integrity, https://www.qaa.ac.uk/about-us/what-we-do/academic-integrity

'Is Cheating a Problem at Your Institution? Spoiler Alert: It Is', https://www.insidehighered.com/views/2021/09/22/cheating-problem-your-college-spoiler-alert-it

Talking about academic integrity, https://educational-innovation.sydney.edu.au/teaching@sydney/talking-about-academic-integrity/

'Good Proctor or "Big Brother"? Ethics of Online Exam Supervision Technologies', https://link.springer.com/article/10.1007/s13347-021-00476-1 (available as an open access article)

Designing online remote assessment and exams, https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment/online-remote

Academic Integrity Principles for Assessment Design, https://www.dcu.ie/teu/academic-integrity-principles

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