Going Remote with Integrity 2.0

Tips and Techniques | April 2, 2020

This webinar is being recorded
Webinar team and playbook

• Presenter
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• Moderators
  • Tricia Bertram Gallant, Director, Academic Integrity Office, UC San Diego
  • Amanda McKenzie, Director, Quality Assurance and Academic Integrity Office, University of Waterloo
  • Camilla Roberts, Director, Honor and Integrity System, Kansas State University
  • Jean Guerrero Dib, Director of the Center for Ethics and Integrity, University of Monterrey

• Logistics
  • You’ll be automatically muted upon entry.
  • Q&A will follow presentation
  • Please leave questions and other contributions in chat throughout the presentation
  • Moderators will share questions to guide Q&A
• UMGC has a mission to improve the lives of adult learners by operating as Maryland's open, online university, serving working adults, military service-members, their families, and veterans across the United States, and around the world.

• A membership organization cultivating integrity in academic communities throughout the world to promote ethical institutions and societies
  info@academicintegrity.org
  https://www.academicintegrity.org
Goals of this webinar

• Identify critical contexts and messages for faculty in mass, fast move to remote instruction, assessment

• Define foundations of academic integrity in assessment design

• Survey key approaches to online assignment and assessment development

• Connect best practices to specific tips and techniques for going online

This webinar is being recorded
Contexts and Foundations
Key contexts and messages

“All online education is remote learning but not all remote learning is online education.”

-Maybe me?

https://www.newspapers.com/clip/9015794/19270911-correspondence-courses/
What to keep in mind

• Immediate goal = supporting students this term
  • Beg, borrow etc. ... just cite your sources
• Immediate goal ≠ creating imperfect replica of f2f class
  • The factor of untranslatability

Brief thought experiment:
Each student in the image presents a different persona of student engagement.
• How could you discern these personae online?
• What are ways to ensure each personae succeeds?

Key contexts and foundations

- The value of returning to first principles of backwards design to ensure authenticity

Outcomes

What will students learn

Assessment

What is acceptable evidence

Design

Meaningful learning experiences

Moving this term’s assessments online creates opening to optimize their alignment to outcomes and increase student success

SITUATIONAL FACTORS (like COVID-19)

https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf
The criticality of authenticity

- Imperfect, incremental transition can be academically sound, authentic
- **Authentic assignments assessments** central to **authentic education**
- Authentic education pivots on authentic assessment

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**The Moral Obligation Supply Chain**

- **Design** fair and honest assessments
- Fairly & honestly **demonstrate** learning
- Fairly & honestly **assess** student learning
- **Certify** student’s knowledge & abilities

Image: Tricia Bertram Gallant
What is authentic assessment?

Authentic assessments are “engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.”

What is authentic assessment?

• Authentic assessment ....
  • is realistic.
  • requires judgment and innovation.
  • asks the student to “do” the subject.
  • replicates or simulates the contexts in which adults are “tested” in the workplace or in civic or personal life.
  • assesses the student’s ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
  • allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.


https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html has a great side by side chart of traditional vs authentic!
What authentic assessment is and is not ...

<table>
<thead>
<tr>
<th>TRADITIONAL ASSESSMENT</th>
<th>AUTHENTIC ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally relies on forced-choice, written measures</td>
<td>Promotes integration of various written and performance measures</td>
</tr>
<tr>
<td>Relies on proxy measures of learning to represent skills</td>
<td>Relies on direct measures of target skills</td>
</tr>
<tr>
<td>Encourages memorization of correct answers</td>
<td>Encourages divergent thinking to generate range of answers</td>
</tr>
<tr>
<td>Goal is to measure acquisition of knowledge</td>
<td>Goal is to enhance development of meaningful skills</td>
</tr>
<tr>
<td>Curriculum directs assessment</td>
<td>Assessment directs curriculum</td>
</tr>
<tr>
<td>Emphasis on developing a body of knowledge</td>
<td>Emphasis on ensuring proficiency in applied skills and activities</td>
</tr>
<tr>
<td>Promotes “what” knowledge</td>
<td>Promotes “how” knowledge</td>
</tr>
<tr>
<td>Provides a one-time snapshot of student understanding</td>
<td>Provides an examination of learning over time</td>
</tr>
<tr>
<td>Emphasizes competition</td>
<td>Emphasizes cooperation</td>
</tr>
<tr>
<td>Targets simplistic skills or tasks in concrete, singular modes</td>
<td>Prepares students for ambiguities and exceptions found in realistic problem settings</td>
</tr>
<tr>
<td>Priority on summative outcomes or products</td>
<td>Priority on learning sequence and process</td>
</tr>
</tbody>
</table>

https://www.researchgate.net/figure/Traditional-vs-Authentic-Assessment-Methods_tbl1_255625745
Let’s try this at home!

Imagine:
A faculty member in Health Sciences is seeking to replace their multiple-choice exam on Nutrition, Digestion, and Metabolism.

Another thought experiment:
What are ways to introduce a more authentic assessment?
Designing Online

What we do now will shape the future
Understand the functions of assignments and assessments

What we do depends on where we are and where we’re going

https://elearningindustry.com/developing-good-online-assessments-guidelines
Supply vs. Construct in assignments and assessments

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>EXAMPLES</th>
<th>CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply response:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predetermined options</td>
<td>• Multiple choice</td>
<td>• Popular and easy to grade</td>
</tr>
<tr>
<td>from which students</td>
<td>• T/F</td>
<td>• Narrow-gauge measures</td>
</tr>
<tr>
<td>make a selection</td>
<td>• Matching</td>
<td>• Measures only</td>
</tr>
<tr>
<td></td>
<td>• Binary</td>
<td>decontextualized knowledge</td>
</tr>
<tr>
<td></td>
<td>• Checklists</td>
<td></td>
</tr>
<tr>
<td>Construct response:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students create their</td>
<td>• Essays</td>
<td>• Shorter forms typically measure</td>
</tr>
<tr>
<td>own response as the</td>
<td>• Short answer</td>
<td>lower-level knowledge</td>
</tr>
<tr>
<td>answer</td>
<td>• Blank fills</td>
<td>• More extended responses measure</td>
</tr>
<tr>
<td></td>
<td>• Sentence completion</td>
<td>higher-level knowledge</td>
</tr>
</tbody>
</table>

Typically, authentic assessments invite students to construct responses

https://elearningindustry.com/developing-good-online-assessments-guidelines
Yes, Bloom’s taxonomy ... still, again, and always

Taxonomic goal of assessment helps shape assessment design

- **Remember**: Recall facts and basic concepts (define, duplicate, list, memorize, repeat, state)
- **Understand**: Explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)
- **Apply**: Use information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)
- **Analyze**: Draw connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)
- **Evaluate**: Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh)
- **Create**: Produce new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate)
<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>ASSESSING</th>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective exams</td>
<td>• Facts</td>
<td>• Fast grading</td>
<td>• Difficult to assess procedural or conceptual knowledge</td>
</tr>
<tr>
<td></td>
<td>• Understanding of ideas</td>
<td>• Assesses broad topic spectrum</td>
<td>• Very difficult to validate items</td>
</tr>
<tr>
<td></td>
<td>• Applications of principles</td>
<td></td>
<td>• Harder, not impossible, to assess higher-level thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Can’t assess organization and originality</td>
</tr>
<tr>
<td>Scenario-based</td>
<td>• Depth of knowledge</td>
<td>• Assesses higher-ordered procedural and conceptual knowledge (meta-understanding)</td>
<td>• Resource intensive grading</td>
</tr>
<tr>
<td>projects</td>
<td>• Creativity and organization</td>
<td></td>
<td>• Risk of subjective evaluation, lack of validity, and reliability</td>
</tr>
<tr>
<td></td>
<td>• Writing and documentation</td>
<td></td>
<td>without well developed and tested rubrics</td>
</tr>
<tr>
<td>Portfolios</td>
<td>• All above</td>
<td>• Encourages display of knowledge and understanding in multiple formats</td>
<td>• All above</td>
</tr>
<tr>
<td></td>
<td>• Multiple levels of knowledge – facts, analysis,</td>
<td>• Assesses higher-ordered procedural and conceptual knowledge, meta-understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evaluation, self-reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essays</td>
<td>• Understanding of ideas</td>
<td>• Allows expression of knowledge authentically</td>
<td>• Requires rubrics for validity</td>
</tr>
<tr>
<td></td>
<td>• Ability to think</td>
<td></td>
<td>• Resource intensive grading</td>
</tr>
<tr>
<td></td>
<td>• Ability to formulate evidence-based argument</td>
<td></td>
<td>• Risk of subjective evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Requires scaffolded writing instruction in disciplinary context</td>
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</table>
The tactical stuff
### Mapping learning interactions to tools

#### ACTIVITY

- Self-assessment
- Reflective journal writing
- Discussions
- Blogs/Wikis
- Peer Assessment
- Electronic portfolios
- Case Studies
- Role playing/simulation/games
- Storytelling
- Shared whiteboarding
- Group projects
- Chat and collaboration

#### TOOL or RESOURCE*

- LMS self- and peer assessment
- OneNote, Google/O365 Docs, etc.
- Discussion boards, Flipgrid, YellowDig, etc.
- OneNote, Google/O365 Docs, etc.
- LMS self- and peer assessment
- Canvas Folio, [free trials for software apps](#)
- LMS student group tools
- Zoom, Webex, Flipgrid, Teams
- Adobe Spark (in Canvas) and [similar tools](#)
- Jamboard and [similar tools](#)
- LMS student group tool
- Teams, Google hangouts/chats, etc.

*Examples are purely illustrative; not an endorsement of any tools or platforms*
Purely tactical tips for activities and engagement

- Be reasonable about what’s reasonably possible
  - Less = more, and often more authentic
- Remember that students engage (or not) and learn differently online
- Be intentional about different modes of presence in the classroom to support learning
  - Discussions, individual feedback in writing, voice notes, announcements, (a)synchronous video and audio
- Leverage LMS engagement metrics to identify disengaged students
- Reach out to each student individually, and if that’s not possible, focus on most at-risk
- Offer multiple ways for students to practice and demonstrate learning
  - 1:1 with you, co-constructing learning with peers, class discussions
- Construct discussion spaces with clear and focused goals
  - See: “Strategies and Principles to Develop Cognitive Presence in Online Discussions”
Purely tactical tips for tests and exams

- Alter test-bank questions to limit searchability
- Make stems clear, interrogative, and brief
- Avoid all-/none-of-the-above (or, make it correct only 25% of the time)
- Don’t announce your distractors
- Distractors should isolate student weakness to address errors in thinking
- Parallelism, parallelism, parallelism
- Eschew categoricals and double negatives
- Use 4 answers, not 3
- Avoid double(+) -barreled responses
- Calibrate exam time for prepared students
- Activate LMS assessment security options

https://elearningindustry.com/developing-good-online-assessments-guidelines  ICAl “Going online with Integrity” https://youtu.be/44g3ESYn6hl


Purely tactical tips for tests and exams

- Assume tests are open note/open internet, with clear guides for acknowledging sources
- Clarify what openness means (i.e., others can’t answer for you)
- Consider formative quizzes/exams as warm-up practice for summative exams
- Proctor exams via Zoom where practicable
- Activate LMS assessment security functions
  - Exam time limits
  - Browser lockdown
  - Randomize and scramble item sequence and answer choices
- Use similarity detection tools (Turnitin, SafeAssign, etc.)
- Conduct oral follow ups where possible (ask student to talk through at least one question)
- Ask students to record short videos explaining the answer to one or two questions
Grab bag of resources

- International Center for Academic Integrity
  - Recent webinar on Going online with Integrity
- Remote Teaching Resources for Business Continuity (crowdsourced doc)
- UCSD’s “Moving to Remote Assessments with Integrity”
- “How to be a Better Online Teacher” (Chronicle)
- Online Accessibility and Anti-Discrimination
- Microsoft Word Accessibility Overview
- EdSurge Advice for Newly Remote Instructors
- “Moving to Digital Learning Fast: Where to Start” (Campus Tech)
Endeavor to persevere ...

• Online education is a driver of pedagogical innovation
• What we do now sets the bar for academic quality and authenticity in remote teaching environments
• It’s less scary when you’re on the other side
• And remember: start by trusting students and faculty*

*Adapted from Jesse Strommel
What’s next?

• Join our Google Group: remoteteaching@academicintegrity.org
• FAQs @academicintegrity.org
• Webinar on “Going Remove with Integrity 3.0: Your Academic Integrity Policy Gone Virtual”
  • Presented by ICAI and Virginia Commonwealth University
  • April 9, 12:15 Eastern
  • More info: https://www.academicintegrity.org/integritymattersblog/
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