

Academic Integrity in Remote and Online Assessment



Are online students more likely to cheat?



Online students are no more likely to cheat on assessments than campus-based students.

Students are more likely to cheat when they are under pressure, when they have opportunity and when it is unlikely that there will be consequences, if caught.

What can you do as an educator to support academic integrity?

Create an environment conducive to academic integrity.

- Make information clear and easy to find.
- What does academic integrity mean for your course and assessment?
- What does “open book” mean?
- What are legitimate sources?
- Discuss academic integrity with students.
- Require students to affirm academic integrity on each piece of assessment
- Form a personal moral connection with your students.
- Model academic integrity in your own actions.

Consider assessments in the context of academic integrity.

- Ensure your assessment is meaningful and authentic.
- Give choice, but don't overwhelm students.
- Redesign your assessment to suit an “open book” format
- Give opportunities to practice any new formats.

Don't give the impression that academic integrity is not important because of the unusual situation.

- Model academic integrity for your students.
- Monitor for plagiarism and contract cheating.
- Follow institutional procedures for reporting issues.

Make use of online tools.

- Use the features in your VLE.
- Don't use question banks from textbooks.
- If using similarity checking tools, check all the papers submitted.
- Use online tools for oral sessions with students, to check understanding and authorship.
- Consider simple proctoring using online collaboration tools with video.

* These recommendations are based on materials shared by Dr Tricia Bertram Gallant, Director, Academic Integrity Office, UC San Diego in a webinar recorded on 20 March 2020. For a recording of the webinar see [Going Remote with Integrity](#).

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