Assessment Redesign and Academic Integrity

August 18, 2020

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Presentation Goals

- Define foundations of academic integrity in assessment design
- Survey key approaches to online assessment development
- Provide overview of tips and techniques for designing effective and secure online assessments

Contexts and Foundations

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Modality is not ethically deterministic

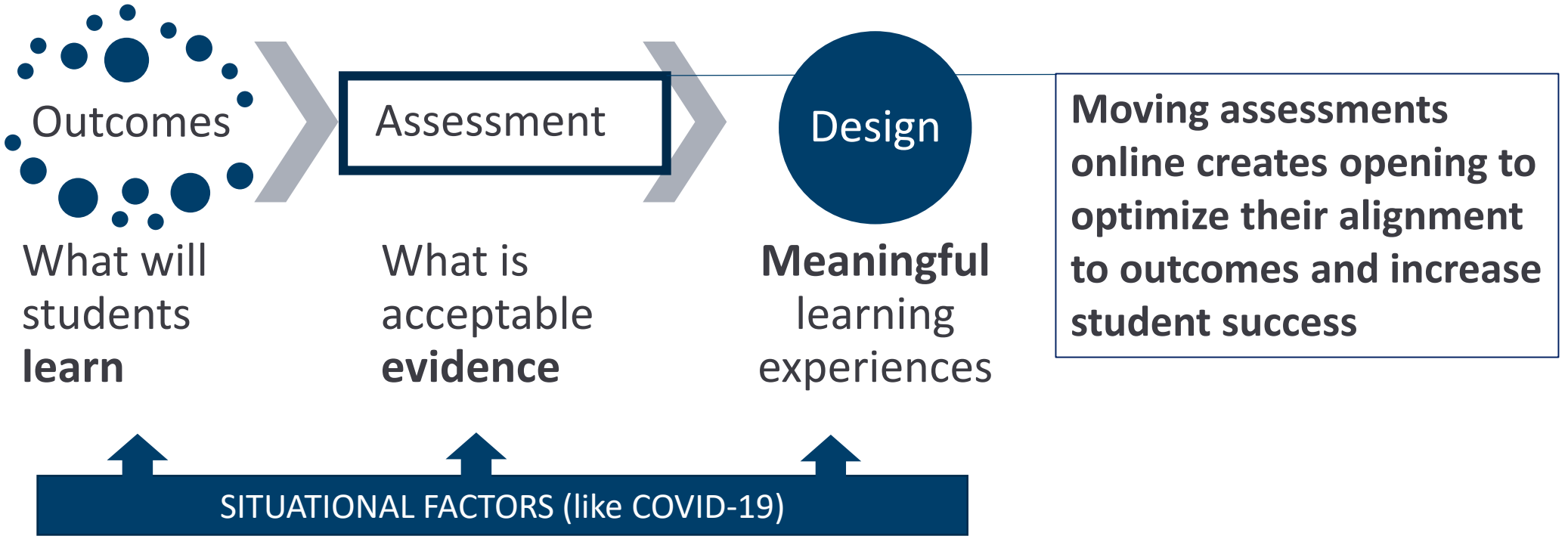
- Not a given that students cheat more online
- But stress and pressure are key drivers of cheating behaviors
- Beware the risks of deficit-model emphasis in moves online
  - Stigmatizes all/most/many as cheaters
  - Shifts focus from the pedagogical to the punitive
  - Crowds out space for reflective design of online assessments
- Academic integrity (online or off):
  - Aligned assignments and assessments
  - Active and engaged teaching and learning
  - Focus on the students invested in authentic education

Harris, L., Harrison, D., McNally, D., & Ford, C. (2019). Academic integrity in an online culture: Do McCabe's findings hold true for online, adult learners? Journal of Academic Ethics, https://doi.org/10.1007/s10805-019-09335-3

Bertram Gallant, T. (2017). Academic Integrity as a Teaching & Learning Issue: From Theory to Practice. Theory Into Practice, 56 (2), 88-94.

Foundations of assessment design

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



https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf

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The criticality of authenticity

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

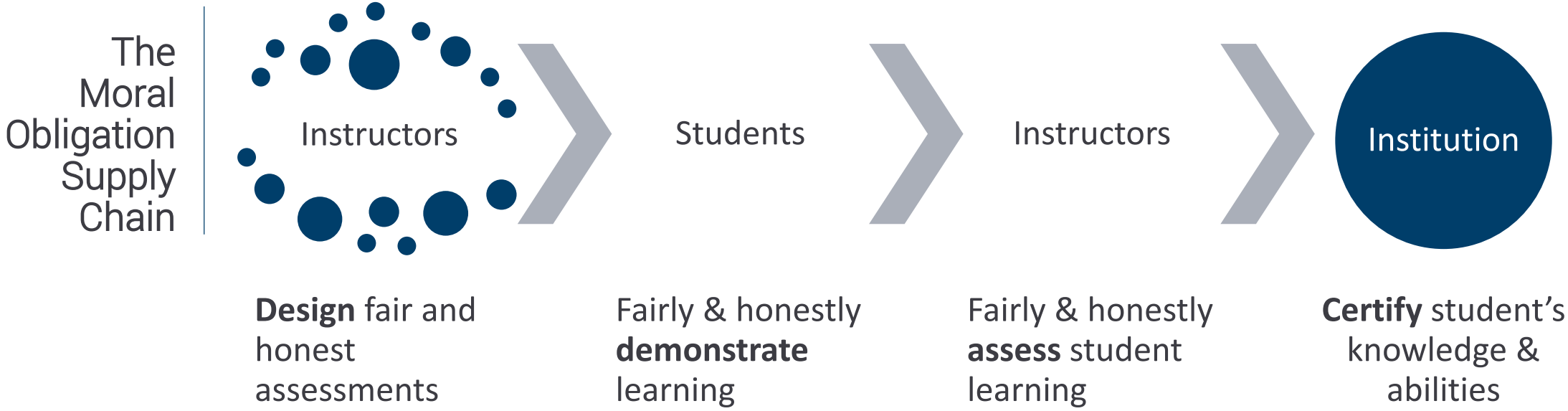

Image: Tricia Bertram Gallant

But just 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.”

Wiggins, Grant. (1998). Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21 – 42.

But just 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.

Wiggins, Grant. (1998). Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21 – 42.

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 …

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

https://www.researchgate.net/figure/Traditional-vs-Authentic-Assessment-Methods_tbl1_255625745

Online Assessment Design

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The assessment basics: Supply vs. Construct

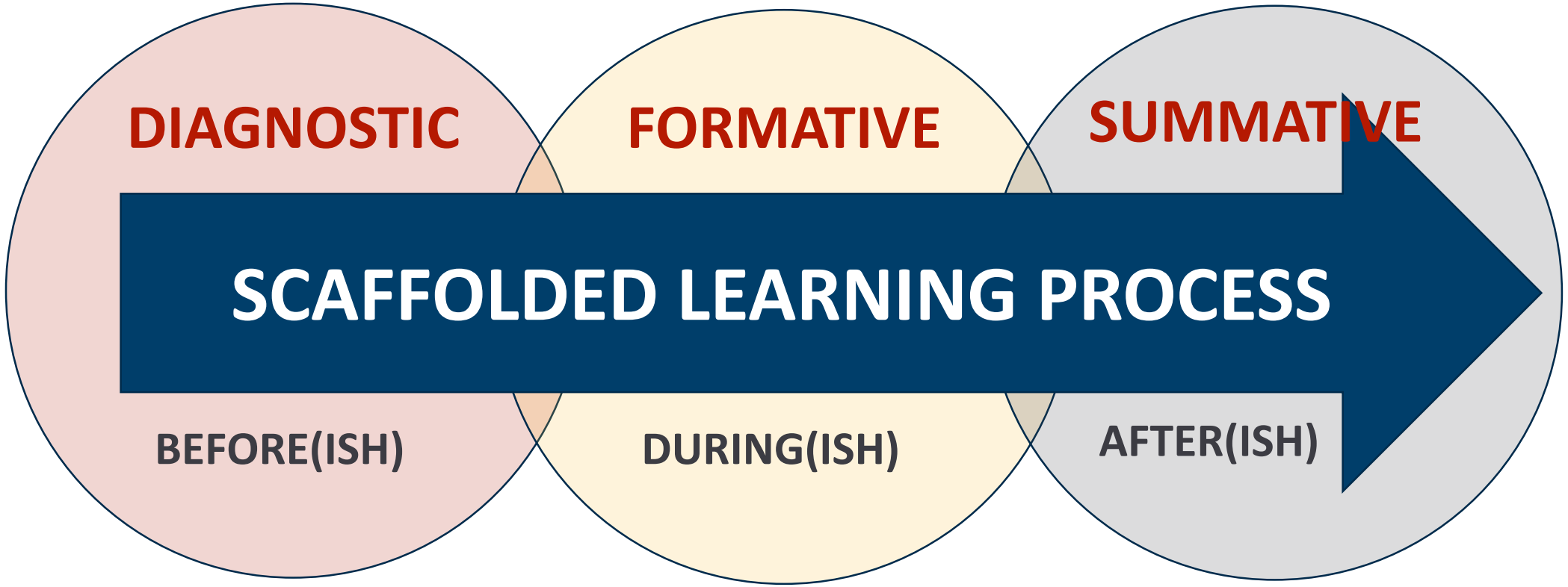
FORMAT	EXAMPLES	CONSIDERATIONS
Supply response: Predetermined options from which students make a selection	• Multiple choice • T/F • Matching • Binary • Checklists	• Popular and easy to grade • Narrow-gauge measures • Measures only decontextualized knowledge
Construct response: Students create their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

Typically, authentic assessments invite students to construct responses

https://elearningindustry.com/developing-good-online-assessments-guidelines

Understand summative assessment's function

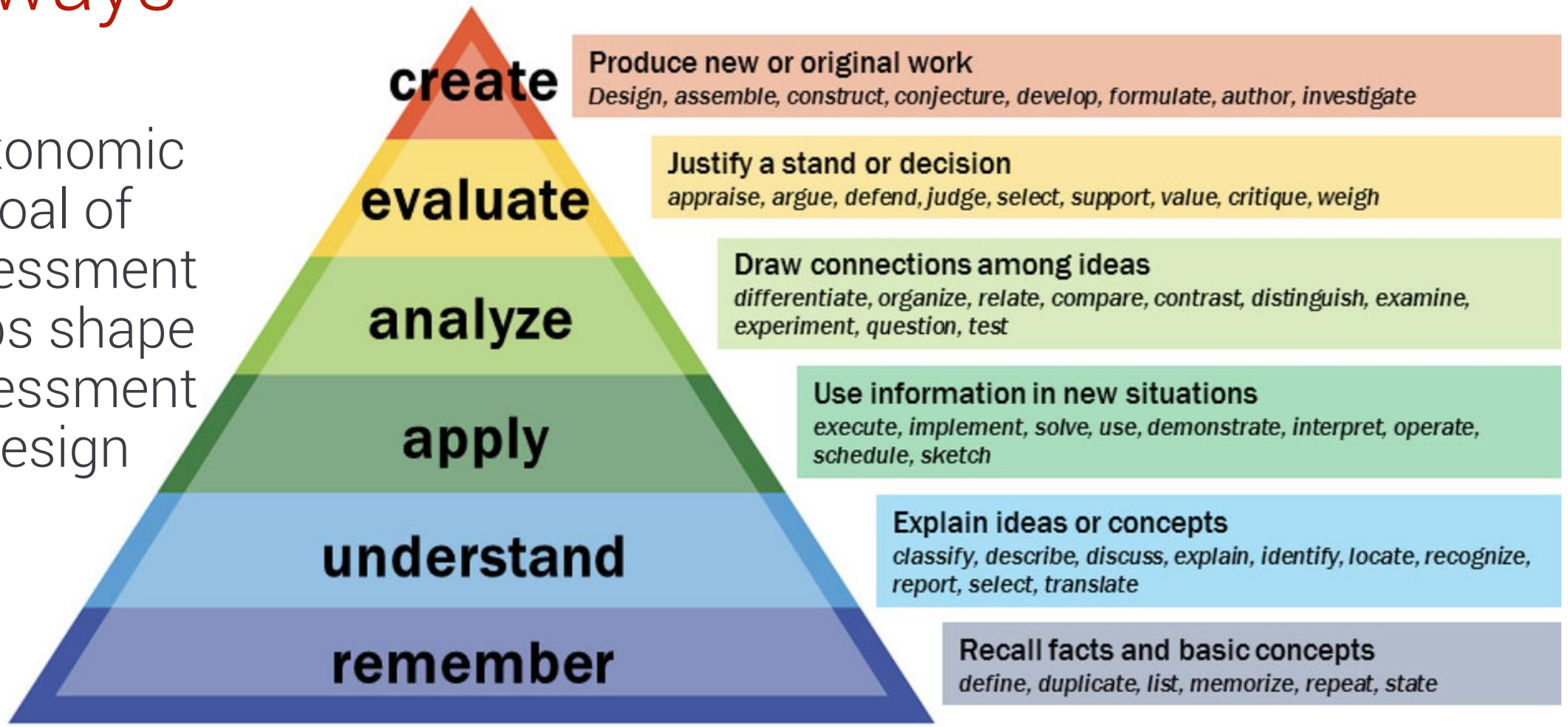
Summative assessment should build on what's come before



https://elearningindustry.com/developing-good-online-assessments-guidelines

Yes, Bloom's taxonomy … still, again, and always

Taxonomic goal of assessment helps shape assessment design



https://www.flickr.com/photos/vandycft/29428436431

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ASSESSMENT	ASSESSING	PROS	CONS
Objective exams	• Facts • Understanding of ideas • Applications of principles	• Fast grading • Assesses broad topic spectrum	• Difficult to assess procedural or conceptual knowledge • Very difficult to validate items • Harder, not impossible, to assess higher-level thinking • Can't assess organization and originality
Scenario-based projects	• Depth of knowledge • Creativity and organization • Writing and documentation	• Assesses higher-ordered procedural and conceptual knowledge (meta-understanding)	• Resource intensive grading • Risk of subjective evaluation, lack of validity, and reliability without well developed and tested rubrics
Portfolios	• All above • Multiple levels of knowledge – facts, analysis, evaluation, self-reflection	• Encourages display of knowledge and understanding in multiple formats • Assesses higher-ordered procedural and conceptual knowledge, meta-understanding	• All above
Essays	• Understanding of ideas • Ability to think • Ability to formulate evidence-based argument	• Assesses higher-ordered procedural and conceptual knowledge • Allows expression of knowledge authentically	• Requires rubrics for validity • Resource intensive grading • Risk of subjective evaluation • Requires scaffolded writing instruction in disciplinary context

LOWER BLOOM

HIGHER BLOOM

Adapted from https://elearningindustry.com/developing-good-online-assessments-guidelines

Mapping learning interactions to tools

ACTIVITY	TOOL or RESOURCE*
Self-assessment	LMS self- and peer assessment
Reflective journal writing	OneNote, Google/O365 Docs, etc.
Discussions	Discussion boards, Flipgrid, YellowDig, etc.
Blogs/Wikis	OneNote, Google/O365 Docs, etc.
Peer Assessment	LMS self- and peer assessment
Electronic portfolios	Canvas Folio, free trials for software apps
Case Studies	LMS student group tools
Role playing/simulation/games	Zoom, Webex, Flipgrid, Teams
Storytelling	Adobe Spark (in Canvas) and similar tools
Shared whiteboarding	Jamboard and similar tools
Group projects	LMS student group tool
Chat and collaboration	Teams, Google hangouts/chats, etc.

Adapted from QM Standard 5: Learning Interaction

*Examples are purely illustrative; not an endorsement of any tools or platforms

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
- Avoid categoricals and double negatives
- Use 4 answers, not 3
- Avoid double(+)-barreled responses
- Calibrate exam time for prepared students

- 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)

https://elearningindustry.com/developing-good-online-assessments-guidelines

ICAI "Going online with Integrity" https://youtu.be/44q3ESYn6hI

Commonwealth of Learning & Asian Development Bank (Eds.). (2008). Quality assurance in open and distance learning: A toolkit. Vancouver, BC: Commonwealth of Learning and Manila, Philippines: Asian Development Bank.

Cluskey Jr., G.R., Ehlen, C.R., & Raiborn, M.H. (2011). Thwarting online exam cheating without proctor supervision. Journal of Academic and Business Ethics, 4, 1-7.

Endeavor to persevere …

- Online education is a driver of pedagogical innovation
  - My favorite example: "Strategies and Principles to Develop Cognitive Presence in Online Discussions"
- Now is an opportunity to set the bar for academic quality and authenticity in online teaching and learning
- And remember: start by trusting students and each other*

*Adapted from Jesse Strommel

Thanks and attributions

- In addition to the sources cited in the slides, the following people contributed or shared in the development of this presentation:
  - MJ Bishop
  - Paul Walsh
  - Nancy O'Neill
  - Lou Pugliese
  - Tricia Bertram Gallant
  - Robert Gibson
  - Jen Simonds
  - Too many mentors to name but here are the best of the best: Peter Seldin, Carol Hurney, Beth Miller, Pamela Barnett, Kathryn Klose

Grab bag of resources

- International Center for Academic Integrity
  - Recent webinar on Going online with Integrity
- Remote Teaching Resources for Business Continuity (crowdsource 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)

Thank you

douglas.harrison@umgc.edu | 1+240 684 2095

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