

# Strategies to Encourage Academic Integrity in Online Exams

Faculty Seminars in Online Teaching

3/18/15

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## Resources

**ProctorHub -**

<http://proctorhub.cdl.ucf.edu>

**Implementing ProctorHub for Quizzes -**

<http://online.ucf.edu/support/webcourses/proctorhub/implementing-proctorhub-for-quizzes/>

**Reviewing ProctorHub Videos**

[http://online.ucf.edu/support/webcourses/proctorhub/video\\_review/](http://online.ucf.edu/support/webcourses/proctorhub/video_review/)

**Faculty Center for Teaching and Learning – Academic Integrity**

<http://fctl.ucf.edu/TeachingAndLearningResources/ClassroomManagement/AcademicIntegrity/>

**The UCF Creed**

<http://creed.sdes.ucf.edu/>

**How Students Cheat Online [infographic]**

<http://www.onlineschoolscenter.com/cheating-online/>

## Articles

- Bull, Bernard D. (2013). "Student Strategies and Perceptions Regarding Cheating In Online Courses." Unpublished manuscript, Concordia University Wisconsin, Department of Educational Design & Technology, Mequon, Wisconsin. YouTube video - <https://youtu.be/L87saNlqslw>
- 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. Retrieved from <http://t.aabri.com/manuscripts/11775.pdf>
- Harmon, O. R., Lambrinos, J., & Buffolino, J. (2010). **Assessment design and cheating risk in online instruction.** *Online Journal of Distance Learning Administration*, Vol. XIII (III). Retrieved [http://www.westga.edu/~distance/ojdl/Fall133/harmon\\_lambrinos\\_buffolino133.html?utm\\_source=twitterfeed&utm\\_medium=twitter&utm\\_term=gida](http://www.westga.edu/~distance/ojdl/Fall133/harmon_lambrinos_buffolino133.html?utm_source=twitterfeed&utm_medium=twitter&utm_term=gida)
- Hollister, K. K., & Berenson, M. L. (2009). **Proctored versus unproctored online exams: Studying the impact of exam environment on student performance.** *Decision Sciences Journal of Innovative Education*, 7(1). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4609.2008.00220.x/full>
- King, C. G., Guyette, Jr., R. W., & Piotrowski, C. (2009). **Online exams and cheating: An empirical analysis of business students' views.** *The Journal of Educators Online*, 6(1). Retrieved from <http://eric.ed.gov/?id=EJ904058>
- Kitahara, R. T., & Westfall, F. (2007). **Promoting academic integrity in online distance learning courses.** *Merlot - Journal of Online Learning and Teaching*, Vol. 3(3). Retrieved from <http://jolt.merlot.org/vol3no3/kitahara.htm>

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## How To Minimize Cheating In Online Exams

- Consider alternative high stake assessment methods
  - Use more **Authentic Assessment** strategies
    - Project-based
    - Performance-based
- **Formal contract** – state it, sign it
- Clear, explicit definition of what is cheating
  - **Syllabus**
  - Within test or prior to taking

## Quiz Creation Strategies

Webcourses@UCF allows you to modify settings for implementing strategies to promote academic integrity in your online course. To access the settings, click Quizzes in the left navigation panel. Then select the drop-down gear icon next to the quiz. Click Edit.

You can add Question Groups (banks of questions) under the Questions tab.

Group-module1 Pick 10 questions, 1 pts per question

[Link to a Question Bank](#)

Cancel Create Group

Questions will be pulled from the bank: **Chapter 1: Integrating...**

## Quiz Creation Strategies (cont.)

Under the Settings tab, you can select the settings for the quiz or exam.

**Options**

Shuffle Answers **2**

Time Limit  Minutes **6b**

Allow Multiple Attempts

Let Students See Their Quiz Responses

Only Once After Each Attempt

Let Students See The Correct Answers

Show Correct Answers at  **7**

Hide Correct Answers at

Show one question at a time **3**

Lock questions after answering

1. Use Question Groups to **randomize questions**
2. **Shuffle answers** in multiple choice questions
3. Show only **one question at a time** – disallow revisits to a question
4. Use **robust database of questions**
5. Use higher level questions to analyze, compare, evaluate, etc.
  - a. case studies, essays
6. Settings:
  - a. Limit **availability** – exam can only be taken Wed.-Fri.
  - b. Limit **duration** – how long the exam is open
7. Only reveal **questions & answers** after the test deadline has passed
8. **Release grades** after test deadline
9. Spot check **test times** for any completed below ‘realistic’ time frame