

Diana Skrzydlo

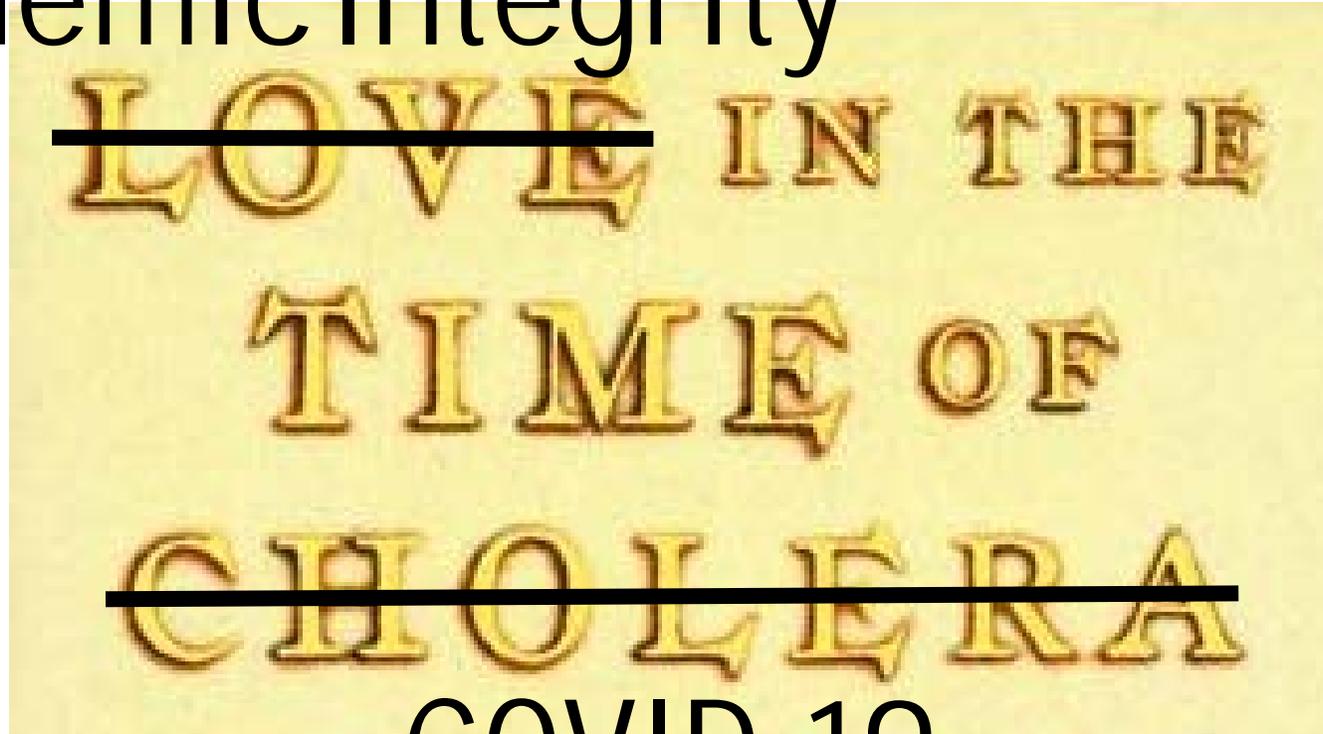
Actuarial Research Conference 2020

Academic Integrity in the Time of COVID-19

Abstract

One major concern about the rapid move to online teaching is the increased potential for academic integrity violations. Instructors and institutions have proposed solutions such as remote proctoring software or posting fake answers on cheating websites. However, these can be expensive, unfair, easy for students to circumvent, and overly focused on punishing the symptom. My talk focuses instead on addressing the causes of cheating, while encouraging student learning and growth. By structuring the course and assessments to reduce the temptation to cheat, many time-consuming and unpleasant conversations can be avoided. When violations do occur, just as the SOA's ABCD focuses on Counselling first before Discipline, your goal should be educational and not punitive. I will share specific examples from my teaching career and how I dealt with each issue, and attendees will come away with practical suggestions to use in their own courses.

Academic Integrity



COVID-19

Diana Skrzydło, ASA



UNIVERSITY OF WATERLOO
FACULTY OF MATHEMATICS



About Me

- **Diana Skrzydlo, Continuing Lecturer at the University of Waterloo**
- **13 years of teaching experience**
- **Won teaching awards at department, faculty, and university level**
- **Director of the MActSc program**
- **Spoken at many conferences about teaching practice, write about teaching on blog**

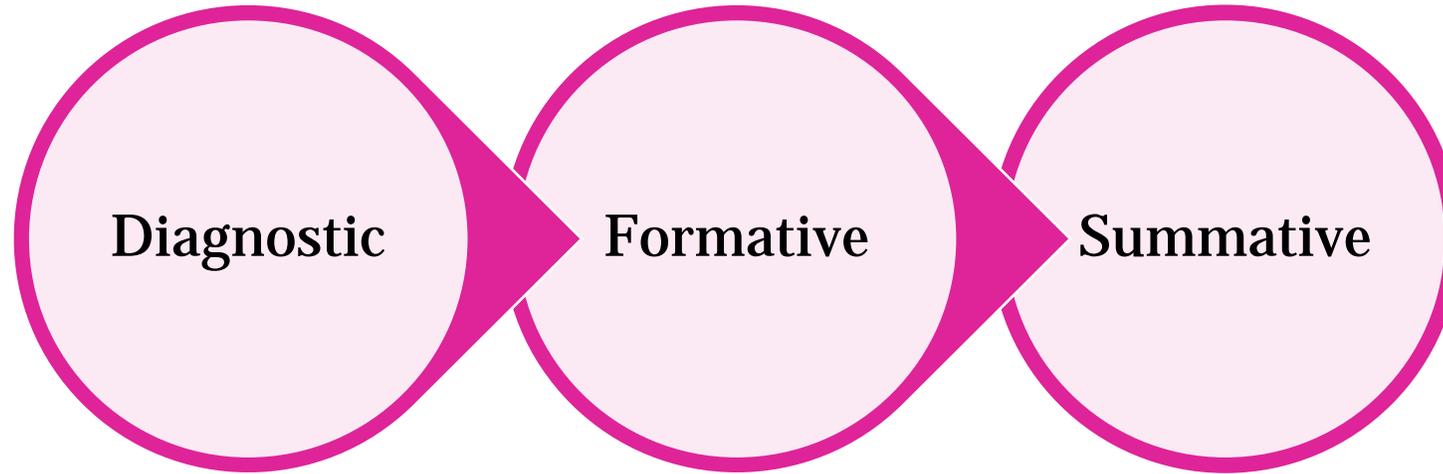
Outline

- Why Do Students Cheat?
- Reducing Cheating
 - Diagnostic vs Formative vs Summative Assessment
 - Principles of Effective Assessment
 - Assessment Design Tips
- Responding to Cheating
 - Principles
 - Examples
- Key Takeaways

Why Do Students Cheat?

Cause	To Address It...
Stress	Provide resources
Do not see value	Meaningful assessments and explain use
Self-doubt	Practice questions; balanced difficulty
High stakes	More frequent, smaller assessments
Opportunity	Remove temptation
Norms unclear	Talk about integrity, remind them of the rules

Types of Assessment



Diagnostic (before learning) - what your students already know, ungraded
Formative (while learning) - student learning, ongoing, graded or ungraded
Summative (after learning) - seeing what they learned, end of term, graded

These types of assessment should build on each other!

Principles of Effective Assessment

- **Assessments should be:**
 - **Authentic – meaningful, not busy-work, something they might do in their job**
 - **Aligned with Learning Outcomes – test what you want them to know**
 - **Achievable – reasonable difficulty: 60% basic, 30% harder, 10% challenge**
 - **Associated with your course – use specific material from your lecture material, discussion boards, city, news, etc**

Assessment Design Tips to Reduce Cheating

- Self-Assessment/Practice Questions
- MS/MC/TF Quizzes
- Assignments
- Reflective Writing
- Open-book Tests
- Oral Exams

Principles for Responding to Cheating

- Response should focus on:
 - Prevention – treat the cause, not only the symptom
 - Pedagogy over Punishment – you are an educator, not a prosecutor
 - Progress – the goal is learning from mistakes and improving
 - Professionalism – use the Code of Conduct as motivation

Examples of Responding to Cheating

- Plagiarism in an individual paper
- Plagiarism in a group project
- Suspiciously high grades on take-home exam

Key Takeaways

- Reduce cheating by using a variety of assessments that are authentic, aligned with learning goals, achievable, and associated with your context
- Explain the importance of integrity
- Respond to cheating by focusing on prevention, pedagogy, progress, and professionalism

Diana Skrzydlo @ActSciProf
Email: dkchisho@uwaterloo.ca
<https://uwaterloo.ca/scholar/dkchisho>

