

The background of the slide is a white field with a pattern of teal and light green dots of varying sizes, scattered across the entire area. A dark grey rectangular frame is centered on the slide, containing the text. At the top center of this frame is a solid teal rectangle.

# *Summer Technology Institute*

Monday, May 18, 2020

***It is less  
common  
than you  
think***

- Arnold, I. (2016).
  - "A straightforward implication of our study is that educators should not be overly concerned about cheating in online **formative** assessment, as long as the weight in the total grade is small and the final **summative** test is up to standards."
- Peled, Eshet, Barczk, and Grinautski (2019)
  - Survey method of 2475 students in six different academic Institutes.
  - Students in online courses tend to engage less in Academic Dishonesty than their counterparts in face-to-face courses.

# *But why?*

- Motivation
- Attitude
- Ease of access
- Fear
- Competition
- Lack of connection

# *Intrinsic Motivation*

- Intrinsic motivation is maximized when individuals feel competent and self-determined in dealing with their environment.
- [Ryan and Deci \(2000\)](#) pointed out that “interpersonal events and structures (e.g., **rewards, communications, feedback**) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action because they allow **satisfaction of the basic psychological need for competence**” (p. 58).

# Tests and Quizzes: Multiple Choice

- Google your quiz questions
- Munoz and MacKay (2019). <https://files.eric.ed.gov/fulltext/EJ1223994.pdf>
  - Randomized items taken from a pool
  - 30-90 seconds per test item
  - Low stakes practice for high stakes tests
  - Design your own unique questions
  - (*Proctoring*)
- Define/Explain/Apply to a situation
- Oral exams using the video recording function in "media" option of assignments
- Canvas Quiz Logs: It will tell you if a student has moved away from the Canvas quiz to a new browser.

# Assignment Design

- Assign low stakes process work
- Create a topic focus that is unique to the course
- Ask for analysis, evaluation, and solutions
- Ask for personal context
- Recast one genre into another
  - Research paper to infographic
  - Homework problem into video tutorial
  - [Bose, D., Dalrymple, S., & Shadle, S. \(2020\). A Renewed Case for Student Success: Using Transparency in Assignment Design When Teaching Remotely. Faculty Focus, Magna Publications. \(Links to an external site.\)](#)

# QUIZ LOG IN CANVAS

## Open Student Results

### History Overview

Students who have taken the quiz (4)

Students who haven't taken the quiz (3)



Emily Boone

Bruce Jones



Jessica Doe

Nora Sanderson



Max Johnson

Jane Smith



Joe Rogers

Click the name of a student.

### View Log

1 2 3 4 5 6 7 8 9 10 11 12

### History Overview Results for Emily Boone

[View Log](#)

The quiz has changed significantly since this submission was made. This submission may need re-grading.

The following questions need review:

- Question 11

Score for this attempt: 19 out of 21 \*

Submitted Jul 10 at 9:39am

This attempt took 2 minutes.

Here's the latest quiz results for Emily Boone. You can modify the points for any question and add more comments, then click "Update Scores" at the bottom of the page.

#### Quiz Submissions

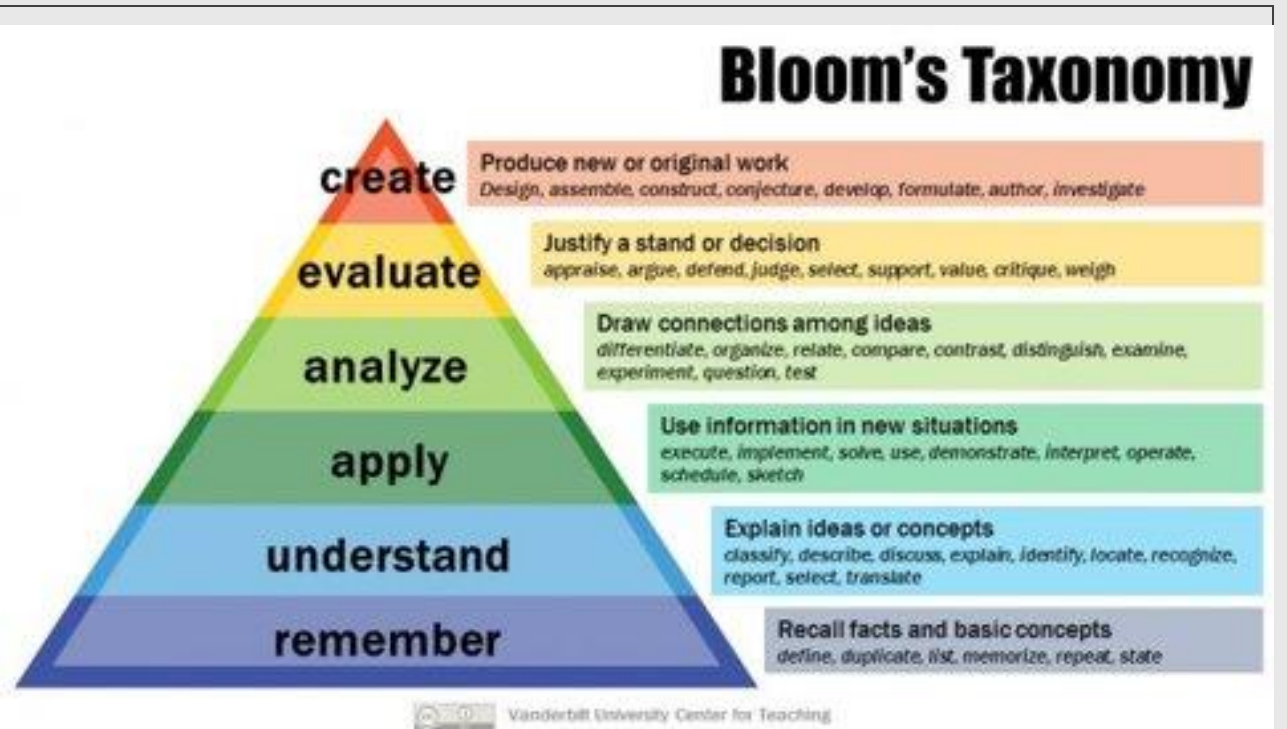
Attempt 1: 5.33

Attempt 2: 19

Emily Boone has 8 attempts left

allow this student an extra attempt

# Tests and Quizzes: Essay Tests



- Vanderbilt Center for Teaching
- <https://cft.vanderbilt.edu/guides-subpages/blooms-taxonomy/>



# ***Publisher Homework***

- Low Stakes
- Use the power of points
- Allow multiple attempts
- Encourage strategic calendar use to schedule personal practice
  - ▣ Teams --> Planner --> Schedule

# *Discussion Boards*

- Use Canvas control "User's Must Post Before Seeing Replies"
- Word counts and assessment criteria
- Give clear instructions for posting
  - Relate to a specific assignment
  - Ask for higher cognitive Bloom actions
- Give clear instructions for replies
  - Interesting, know more, expand
  - Question based on posting with answer
  - Expand on a specific point

# *Essays*

- Peterson, J. (2019). <https://www.mwera.org/MWER/volumes/v31/issue1/V31n1-Peterson-FEATURE-ARTICLE.pdf>
  - Use Turn-It-In on drafts; allow students to see the results
  - Scaffold smaller assignments that contribute to the final assignment
- Levin, J. and Pazdernik, V. (2018). <https://www.tandfonline.com/doi/abs/10.1080/02602938.2018.1434127>
  - Structured assignments
  - Practicing identifying plagiarism
  - Using Turn-It-In
  - Promoting use of the Writing Center

# *Pictures and Graphics*

<http://images.google.com>

Click on the Camera icon to upload a photo

# *Honor Lock*

- DO
  - Make sure your students have the technology
  - Have a clear policy about how violations will be handled
  - Make a copy of your assessment to use if you need to make exceptions to the original test or testing guidelines
- DON'T
  - Change the guidelines once the test has been enabled
  - Create a full exception without HonorLock
  - Delay posting your test in HonorLock
  - Hesitate to ask for help

# ***Concerns***