Promoting Integrity through Best Practices in Online Learning

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Introductions
Agenda

Promoting Integrity

Elements of High-Quality Online Learning

Making Connections

Authentic Assessments

Adapting Favorite Activities
How Design Supports Integrity

• Reasons for cheating
Use Your Messaging

- Focus on what TO do and good intentions
- Link students to policy and resources
- Prepare for skill gaps (Avoid "They should know" without basis.)
- Use the language of the International Center for Academic Integrity's 6 academic integrity values (honesty, trust, fairness, respect, responsibility, courage)
- Create community responsibility: We do this
- Discuss intrinsic goals for learning and skill development
- Convey “got you;” steer clear of “gotcha;” stay focused on learning
Context: What We’re Trying To Achieve

Emergency remote learning ≠ not online learning

• Thinking in new ways
• Getting at the most achievable outcome
• Recognizing opportunity
Backward Design
Grant Wiggins & Jay McTighe

What do my students need to know and be able to do?

How do I check/assess their learning?

What learning activities will lead to the desired result?
Competencies/Learning Objectives

- Articulate what students should be able to do as a result of their learning experiences (in a course, in a program, etc.)
- Must be clear, meaningful, student-centered, observable and measurable, appropriate, and aligned
- Serve as the "blueprint" for teaching and learning
- Facilitate integrity and success by making expectations, relationships, and purpose explicit for students
Universal Design for Learning (UDL)

**Affective Networks**
- The WHY of learning
  - Provide multiple means of Engagement
    - For purposeful, motivated learners, stimulate interest and motivation for learning.

**Recognition Networks**
- The WHAT of learning
  - Provide multiple means of Representation
    - For resourceful, knowledgeable learners, present information and content in different ways.

**Strategic Networks**
- The HOW of learning
  - Provide multiple means of Action & Expression
    - For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Scaffolding, Chunking, & Sequencing

Scaffolding, chunking, and sequencing decrease performance pressure, increase confidence.

Intro Psychology Example: Large high-stakes paper late in course into periodic smaller assignments that build to larger paper.
First-Year Writing Course Assignments

- Research Essay
- Annotated Bibliography
- Reflective Essay
- Issue Exploration

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FYW Course Weekly Learning Activities

- Reader Response
- Drafting and Revising
- Instructor Feedback
- Annotated Bibliography
- Reflective Essay
- Peer Review
- Grammar Practice
- Issue Exploration
- Research Essay

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Questions?
Your Classes: Poll Questions

- Synchronous/asynchronous: Will you have set class meeting times (synchronous) and/or may the learning and coursework be done at any time (asynchronous)?
- Class sizes: What are the largest classes you are preparing?

![Graph showing class size distribution](image1)

![Graph showing design preferences](image2)
Personalization, Differentiation, & Choice

• Personalization
  • Learning that is tailored to the preferences of various learners, as well as instruction that is paced to a student's unique needs.
  
• Differentiation via
  • Academic goals
  • Curriculum & content
  • Method & pace
  
• Instead of education being something that happens to the learner, it is something that occurs as a result of what the student is doing, with the intent of creating engaged students who have truly learned how to learn (International Society for Technology in Education, 2018).
Fostering Relationships with Students

- Student connection to faculty and classes increases investment and integrity.

- Make your communication plan clear and inviting; make it feel personal

- How can students connect with you and their classmates?
Providing Feedback to Students

- Immediate and Ongoing
- Focus on 2-3 High Impact Factors
- Use Peer Review
- Automated Feedback
- Whole Group Feedback
- Audio Feedback
- Video/Screencasting
Questions, Comments, Examples?
Authentic Assessments

• Enable students to apply their knowledge and skills to complex issues that are similar to those encountered in professional ("real-world") contexts

• Examples of projects at UMGC
  • Graduate
  • Undergraduate

• Facilitate integrity by establishing relevance, engaging students in active/applied learning, and requiring demonstration of higher-order cognitive skills

• Increase motivation for original work
Examples of Authentic Deliverables

- Advertisement (print, multimedia, audio, etc.)
- Artwork (photograph, painting, drawing, etc.)
- Bids or applications in response to a request for proposals
- Executive summary of a report
- Lesson plan

- Newspaper op-ed
- Policy brief
- Press release
- Profit and loss statement
- Project plan
- Software application (code and technical documentation)
- UX wireframe
- Whitepaper
If you can't avoid using an exam:

- Align questions with the course's learning objectives
- Exam should not be the first time that students have been assessed this way
- Create questions that elicit higher-order cognitive skills (upper levels on the revised Bloom's Taxonomy)
- Consider contextualizing questions with scenarios and "provide your own example"-type questions
- Use a variety of question types
- Randomize both the questions and the answers; use "select from set" for first questions and periodically throughout
- Modify wording of test bank questions
- Set limited time
Combatting “Study Help” Website Assignment Availability

For the small number who are motivation/engagement-resistant:
Plagiarism-Proofing – last step after most time spent on engaging design

• Topic and assignment name rotation
• Change part of the assignment
• Personal examples
Survey: Your Activities & Our Tips

- Student interaction
- Small group activities (including think/pair/share) & try and then check in
- Whiteboarding
- Student group presentations
Final Thoughts

What are your key takeaways?
Resources

• "Going Remote With Integrity" Webinar Series from International Center for Academic Integrity (ICAI)
  • General ICAI Video
  • "Policy Gone Virtual" Video
  • "Tech Tips and Techniques" Video

• About Universal Design for Learning from CAST
• Quality Matters (course design standards & training)
• Revised Bloom's Taxonomy
• ACTFL Teaching & Learning Remotely (foreign languages)
• Indiana University Center for Language Excellence
Resources (continued)

- Harvard University "Resources for Remote Instruction of Language Courses"
- Harvard University "Boardwork" (for online science courses)
- Classroom Assessment Techniques (some of these work online)
- Carnegie Mellon University "Solve a Teaching Problem"
## Institutional Academic Integrity Leads

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<th>Institution</th>
<th>First Name</th>
<th>Last Name</th>
<th>Job Title</th>
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<tr>
<td>Bowie State University</td>
<td>Guy-Alain</td>
<td>Amoussou</td>
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<td>Mike</td>
<td>Mathias</td>
<td>Interim Assoc. Provost/Assoc. Prof., Philosophy</td>
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<td>Robert</td>
<td>Kauffman</td>
<td>Professor, Recreation &amp; Parks Mgmt Program</td>
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<td>Westerman</td>
<td>Asst. Provost, Faculty Ac. Ctr of Excellence</td>
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<td>Bob</td>
<td>Giordani</td>
<td>Assoc. VP, Enrollment Mgmt &amp; Registrar</td>
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<td>Caraco</td>
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<td>Sanford</td>
<td>Professor and Interim VP for Education</td>
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<td>Mitchelmore</td>
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<td>Buskirk</td>
<td>Deputy Chief Accountability Officer</td>
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<td>University of Maryland, College Park</td>
<td>James</td>
<td>Bond</td>
<td>Asst. Director, Office of Student Conduct</td>
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Additional resources that were gleaned from the chat session...

- **Inside Higher ED: Best Way to Stop Cheating in Online Courses? 'Teach Better'**
- Guidance on using remote boardwork can be found [here](#).
- UMBC [tool chart](#) resource for leveraging apps for engagement and assessment.
- Resources that people shared to boost student motivation and engagement in online courses:
  - Wipster
  - Flipgrid
  - Lucidchart
  - Voicethread
  - Rocketbook Snapcast
  - Ziteboard
- **2-Step Instructions for Self-Registering for USM OnTrack QM Workshops:**
  - Step 1. Go to [https://www.qmprogram.org/myqm/](https://www.qmprogram.org/myqm/) and sign in if you have a QM account or click "No, I am new here" to create an account.
  - Step 2. Once signed in, click here [https://www.usmd.edu/cai/register-qm-workshops](https://www.usmd.edu/cai/register-qm-workshops) for a listing of USM OnTrack QM Workshops and to register (using the corresponding link on the right side of the table). Scroll down the page to see workshops that are being added regularly.