Promoting Academic Honesty for Online Exams
Virtual Idea Exchange, April 7, 2020
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Introductions + A Quick Poll:
How many of you have already given your first online exam?
Highlights From the Literature

1. Test taking behaviors during web exams (averting eyes, propping head on hand, etc.) do not differ between community college students and four year universities nor do cheating incidences (Kloski & Weible, 2019)

2. Faculty indicate concerns that students will not adequately prepare for take-home exams, however, some studies show that students spend more time preparing for them. (Bengtsson, 2019)
   - Take-home exams can promote higher-order thinking. Thus, analyze/apply questions are best suited for this format. (Bengtsson, 2019)

3. Students have both apprehensions and preferences with regard to online exam delivery (Khan & Khan, 2019)
   - D’Souza and Siegfeldt (2017) provide a cheating detection framework and many excellent suggestions for interventions that mitigate academic dishonesty

Ideas/Recommendations
Revise your exam questions
- Consider sentence structure/punctuation edits
- Change names/places/scenarios in multiple choice questions
- Use applied and/or analysis questions
- Include short answer and/or essay questions, if possible

Use special features in Blackboard/LMS to set-up web exams
- Randomize your question pool
- Set up questions to appear one at a time
- Do not allow backtracking on the test
- Assign a time limit, but remember to adjust for those with academic accommodations

Communicate with your students about how to prepare for the test and what to expect
- Provide opportunities for students to learn how to study
- Encourage students to treat the exam like any other test
- Remind students that you know they have access to their learning objectives, notes, text, etc.
- Provide concrete instructions with an accompanying video

Let's exchange ideas!
References and Additional Resources


