



# Academic Integrity for Remote Learning



## Clear Expectations for Students

- State clearly your specific expectations for students about learning and assignments.
- Provide a statement about academic integrity for your course.
- Set expectations around communication. For example, say “I will respond within 24 hours to messages.” In a remote learning environment, establishing clear boundaries is important.
- Hold office hours on Zoom – make an open meeting as a standing appointment with your students to drop in virtually and ask for help or clarity on expectations.



## Careful Considerations for Remote Assessments

- Take a step back. Consider the advantages and disadvantages of different methods of delivery. An open book take-home exam over the weekend has different considerations than a synchronous exam session with a limited window of time.
- Consider how the window of time may impact the integrity of the exam. A long window might give students more time to confer with others or consult unauthorized material.
- Pose open-ended questions that demonstrate the application of concepts rather than memorization.
- Use plagiarism detection software for written assignments as a starting point to identify concerning passages in a student’s work.
- If keeping attendance, consider implementing questions that require responses throughout the remote learning session to keep students engaged and accountable. But consider being flexible about attendance given the challenges students may face accessing the course.



## Creative Solutions for Remote Experiences

- Students have technology at their fingertips. Take advantage of their ability to take pictures or capture video from their devices as a way of demonstrating their engagement.
- Develop short videos to deliver key concepts in your course or have your students put together an instructional video to demonstrate learning objectives.
- Create a sense of community by implementing peer evaluation for uploaded work like video and audio recordings. Peer evaluation demonstrates content knowledge by both parties.
- Consider assessing a student’s experience or understanding through informal journal reflections.

For questions or course consultation, faculty are encouraged to contact Ms. Blaire Wilson, Associate Director of the Honor Council, by email at [blaire.wilson@emory.edu](mailto:blaire.wilson@emory.edu) or by phone at 404-727-8928.



## Academic Integrity & Remote Exams

Suggested Honor Code language for exam and assignment submissions:

*By submitting this assignment, I affirm that the Honor Code is in effect and the work submitted is my own. I have not consulted unauthorized resources or materials nor collaborated with other individuals unless allowed.*



### Open-Book / Open-Resource Exams

- Any remote test-taking experience has the potential for students to consult course resources. Consider permitting this option to minimize the temptation to cheat.
- Ask questions that would encourage a response where students apply knowledge from the course rather than regurgitate memorized definitions or theories.
- Give generous amounts of time to complete the exam - lowering the pressure of this high value assignment.
- Set clear expectations and guidelines for how information from outside sources should be cited.



### Exams with Limited Time

- Set appropriate time limits. Exams should be long enough that students can reasonably complete them, but not so long that they are incentivized to use unauthorized resources. Time limits should dissuade students from using outside sources making it an inefficient technique to complete the test within the time.
- Create multiple versions where possible or randomize questions and answers.
- The Canvas feature for delivering one question at a time can have unexpected drawbacks. Consider whether this method is appropriate. By allowing students to go back and change answers when reviewing their work, you can reduce some pressure and stress in the remote test-taking environment.



### Remote Written Assessments

- Specify the submission format that you prefer. Certain formats are more conducive to providing feedback to students.
- Consider multi-stage assignments where students build on their work and improve it over a period of time.

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