



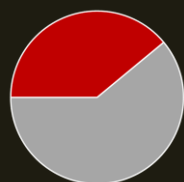
Quick Guide to

Academic Integrity in Remote Unproctored Exams

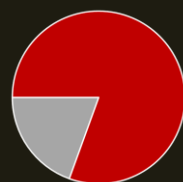
This guide provides recommendations on how to reduce academic misconduct on remote exams (including high-stakes quizzes and tests) without using online proctoring tools. Proctoring (for both online and in-person exams) creates a significant barrier to misconduct; without proctoring, extra care is required to maintain academic integrity. See <https://ceea.ca/resources/#E-CORE> for additional resources on assessment, proctoring, and more. To continue the conversation on this topic, visit the [Academic Integrity in Remote Unproctored Exams Discussion Forum thread](#).

What Students Say About Cheating

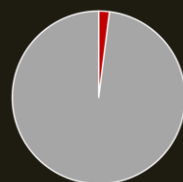
Caveats: predominantly US data, not specific to engineering



Two-fifths say they cheat on tests¹



They are 4 times more likely to cheat online versus in person²



Only 2% report getting caught cheating online (5% in person)²

¹ www.academicintegrity.org/statistics/

² Watson, George & Sottile, James. (2010). Cheating in the Digital Age: Do Students Cheat More in Online Courses? Online Journal of Distance Learning Administration. (Full data: 42% say they would cheat online, 10% in person, 39% neither, and 9% unsure)

Potential Misconduct to Consider

Design your exams or select strategies that address the possible forms of misconduct relevant in your case:

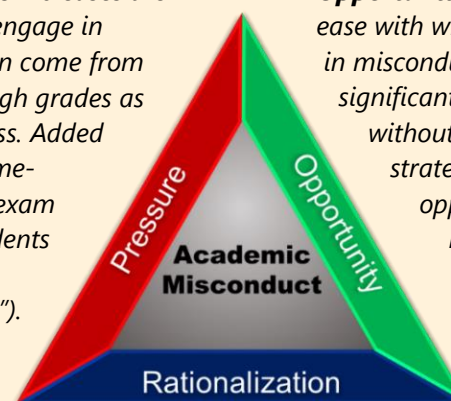
- The **use of prohibited materials** on exams (e.g. notes, Internet, software, or devices).
- The **unauthorized duplication** of exam materials (perhaps to share with others writing at another time).
- **Collusion** or students receiving assistance from others (through peers or through contract cheating services).

Approaches to Promoting Academic Integrity

The “Fraud Triangle” provides a framework to understand misconduct and guide mitigation strategies. A four-fold increase in students’ propensity to cheat has been found when none of the factors in the triangle are addressed compared to when all three are addressed.³

Pressure on students increases the likelihood they will engage in misconduct. This can come from both demands for high grades as well as a need to pass. Added pressure during a time-limited high-stakes exam can cause some students to act impulsively (i.e., “panic cheating”).

Opportunity represents the relative ease with which students can engage in misconduct. Proctoring creates a significant barrier to opportunity—without proctoring, other strategies (addressing opportunity as well as pressure) must be further leveraged.



Rationalization refers to the ability for a student to justify cheating. It may be that they see the potential rewards of cheating (i.e., passing or getting a higher grade) outweigh the risks, that they know/believe others are cheating, or that they simply are unclear of what is permitted and what is not. If students perceive risks as small (i.e., they might receive a minor reprimand vs. failing grade and/or notation on transcript if caught) they are more likely to rationalize cheating. Exam pressure can cloud students’ judgement.

³ Freddie Choo and Kim Tan, The effect of fraud triangle factors on students’ cheating behaviors, *Advances in Accounting Education: Teaching and Curriculum Innovations*, Volume 9, 205–220, 2008.

Strategies to Promote Academic Integrity in Unproctored Remote Exams

	Facet of the Course / Exam		
	Course Design	Exam administration	Exam construction
Limiting Pressure	<ul style="list-style-type: none"> Provide frequent, ongoing feedback so students know how they are performing★ Use more low-stakes assessments (e.g. quizzes) in place of high-stakes assessments † Employ flexible grading practices (e.g. count the top 5 of 6 quizzes) 	<ul style="list-style-type: none"> Provide practice exams in the same format you plan to use for that actual exam to help students become familiar with what to expect★ Provide clear guidance on what to do if technical difficulties arise, and be clear extra time has been added to the exam to allow for this (see below)★ 	<ul style="list-style-type: none"> Assess knowledge and skills that have been developed through the course and represent key course learning outcomes (the exam should not include surprises)★ Use multi-part questions that build in difficulty Consider an exam format where the general questions can be provided in advance and only the scenarios or details are provided when the exam is released (this works for longer, open-ended questions)
Reducing Rationalization	<ul style="list-style-type: none"> Include an integrity statement as part of the course★ Repeat the importance of integrity throughout the course Be clear what the institution's policy is on addressing misconduct (and follow this!)★ 	<ul style="list-style-type: none"> Explain the consequences of academic misconduct, highlighting how the risks greatly outweigh potential rewards Provide clear guidance in advance of the exam and again at the start of the exam regarding permitted and prohibited materials and behaviours★ 	<ul style="list-style-type: none"> Include an integrity pledge as the first question on the exam (for an example: bit.ly/integrity-pledge)★ Detail the permitted and prohibited materials and behaviours in the exam instructions (if online), and/or directly on the exam cover page if not already included in the integrity pledge★
Minimizing Opportunity	<ul style="list-style-type: none"> Consider a short oral follow-up where students are asked to explain their reasoning behind answers to selected questions † Consider alternatives to exams (e.g. projects, reports, etc.) Use collaboration positively (e.g. team exams, team-based activities with individual activities, peer review, and open-ended questions) † 	<ul style="list-style-type: none"> Consider an exam format with fewer restrictions (e.g. open-book exam where the use of Internet is allowed) As much as possible, have all students write the exam at the same time Have the exam open to students for set duration (e.g. nominal exam length +15 minutes for technical issues) Do not allow students to re-access their exam once completed★ Consider periodic video check-ins by TAs/instructor (i.e. partial proctoring) † 	<ul style="list-style-type: none"> Randomize the order of questions (and answers for multiple choice), and randomize question selection from pools Show one question at a time to hinder copying Preventing backtracking is sometimes recommended as a barrier to copying; be aware it may increase pressure † Design the exam to require all the time available; consider doing this where only the last few marks (or perhaps bonus marks) take a long time to earn to avoid increasing pressure Design question variations that use different scenarios or parameters but have same basic solution process Use open-ended questions or questions that draw from students' personal experiences

★ These strategies follow best practices and are recommended in general for all courses and exams

† Confirm that the policies of your unit/institution permit the use of these strategies before adopting

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