



COLORADO COLLEGE

Honor Council

Recommendations for Generating Online Assignments and Assessments to Minimize Academic Dishonesty

Table of Contents

| | |
|--|---|
| Letter of Introduction from Honor Council Co-Chairs..... | 1 |
| Exam/High-Stakes Assessment Modifications..... | 2 |
| General Course Modifications..... | 4 |
| Tips & Tricks for Canvas Quizzes and Exams..... | 5 |

Dear Colorado College Faculty Members,

The Honor Council conducted a school wide survey that revealed many CC students believed their peers were more likely to violate the Honor Code during distance learning compared to in-person courses. The fear of increased cheating during online instruction is held by many professors and students across the nation. To address these concerns and encourage academic honesty, the Honor Council created a committee of faculty and students to generate a recommendation list for professors teaching distance learning blocks. We acknowledge this list is not exhaustive and some recommendations may work better in certain disciplines. In any case, we hope this document will serve as a toolbox when designing online courses.

We encourage faculty members to communicate within and across departments to share successful strategies. Additionally, if you feel more specific guidance is required for tailoring these recommendations to your course or a specific assignment, please reach out to Honor Council Co-Chairs Bryan Swanson and Megan Koch at HonorCouncil@coloradocollege.edu. While we hope you find these recommendations useful in preparing for your adjusted blocks, we want to emphasize that the Honor System at CC is built on a foundation of mutual trust and respect between students and faculty. Taking the time to discuss the Honor Code, academic honesty expectations, and the resources available to students at the beginning of your course and in your syllabus is more important now than ever before. In our experience, when students feel respected and connected to their professors and courses, they are more inclined to uphold the Honor Code agreement.

During the design and restructuring of course material we ask you to consider individual students circumstances and their living situations. Every member of our CC community is impacted uniquely by the current situation, and a daily commitment towards equity, working to maintain safe spaces, and voicing support can help us all push through together.

On behalf of the student body, we appreciate your efforts to adapt your teaching styles to meet the current safety precautions. If we can support you in any way, please let us know. We also encourage you to share any recommendations you feel would be valuable additions to this sheet based on your own experiences. This document will be linked under the [Faculty Guide](#) page on the Honor Council website and will be updated with any suggestions we receive.

Respectfully,

Bryan Swanson and Megan Koch
Honor Council Co-Chairs

This Faculty Reference Sheet was created in collaboration with the following faculty and staff: Susan Ashley, Margaret Daugherty, Jennifer Golightly and Dan Johnson along with current students: Kat Gruschow, Taylor Hawkins, Lily Weaver, and Deksyos Damtew.

Exam/High-Stakes Assessment Modifications

1. Remind students of the Honor Code during exams and other assessments
 - a. An easy way to do this is to have the first question of the exam or quiz ask the student to type the Honor Code pledge (*On my honor, I have neither given nor received unauthorized aid on this assignment*) and then have the last question restate the pledge and ask the student to sign their name.
 - b. Regular reminders of the Honor Code in addition to including a statement about it in the syllabus and/or on the course page in Canvas can be a helpful reminder of the Honor System all students and faculty commit to at CC.
2. Adjust exams to authorize the use of resources
 - a. Examples can include open-note, open-book, open-written resource, open-internet, and/or open-peer.
 - b. Professors can allow more resources but place a time limit on exams in order to make it difficult for students to “look-up” every question and finish the exam. In this scenario, please remind students that access to notes will not replace ample studying and normal test preparation.
3. Administer oral examinations over Zoom or WebEx in place of traditional written exams
 - a. Examples can include one-on-one or small group oral exams.
 - b. Questions or content covered in the assessment can be provided in a list before the exam for students to prepare as they would for a normal exam.
 - c. A unique question or questions can be given to each student or group so the order of scheduling the oral exams does not lead to collusion.
4. Alter exam structure to include open-ended questions that require integration of information/higher order thinking instead of multiple choice or “regurgitation” types of questions.
 - a. Examples can include short answer or essay questions, novel calculation-based or “design your own example” questions to assess a student's ability to apply conceptual knowledge and to reduce the ability for students to find an answer online.
 - b. In many fields, exam questions can be designed around published data or case studies that assess a student’s ability to apply skills and knowledge gained from lecture. Certain resources (such as videos) can be embedded in exams and data sets can be linked as URLs or embedded as screenshots.
 - c. For classes, such as beginner language classes, that require memorization, timed quizzes could be used to assess this. Projects that incorporate vocabulary and other concepts learned in the class can constitute a large portion of students’ grades.

- d. For written response questions, explicitly including a sentence limit in the question can promote concise answers and give students an idea of how much information you would prefer in an answer.
5. During quizzes or exams, leave a Zoom window open for all students to see each other as they test, similar to a classroom setting.
 - a. This recommendation is **not** condoning utilizing Zoom to proctor assessments. Exam Zoom meetings should not be recorded or constantly monitored by instructors due to the agreements between students and faculty under CC's Honor System.
 - b. During an assessment, professors can turn their cameras on or return to a zoom call to answer questions communicated by students in the chat or with the raised hand feature on Zoom. Expectations for how questions should be asked can be discussed in exam instructions. Professors can make full-class announcements with information on the assessment in the chat.
 - c. Before implementing this recommendation, ensure this option is comfortable, reasonable, equitable, and safe for all students. One motivation behind this strategy is to reduce student perception that during distance learning, more students are committing Honor Code violations.
 - d. To ensure equity concerns are addressed, consider allowing students to opt-out of this Zoom call or turn off their cameras due to special considerations.
6. Switch exam schedule from one or two large "make or break" exams to multiple smaller exams/assessments to reduce pressure.
 - a. Course adjustments can also include adjusting the portion of the grade that is based on assessments and instead placing more weight on participation, discussions (over Zoom or in Canvas discussion boards), and other assignments.
7. Provide students with relevant equations and constants on an exam so application instead of memorization of these concepts is being assessed.
 - a. Informing students of the equations and constants that will be available can also allow students to structure their studying under exam-like conditions.
8. Exam settings in Canvas can be modified to encourage academic honesty.
 - a. See "Tips & Tricks for Canvas Quizzes and Tests" below

General Course Modifications

1. Restructure how critical thinking and content mastery is assessed
 - a. Examples can include projects and presentations contributing to a larger portion of the final grade instead of traditional exams and/or quizzes.
 - b. Instead of large exams, more regular quizzes can assess understanding of course material.
2. Utilize group projects and presentations as opportunities for students to become “experts” on specific concepts or to demonstrate big-picture conceptualizations from course content.
 - a. Clearly and repetitively communicate all assignment instructions and acceptable resources. Over-explaining is more ideal than vague instructions
 - b. Verbal and written reminders of assignment specifics and what resources are specifically not allowed.
3. **Bold** and/or underlining instructions that differ between certain assignments or assessments (for example, if the majority of assignments are collaborative but the exam is individual, highlight/bold this instruction in the exam instructions and address this verbally as well).
4. Design a class structure where the assignments and quizzes directly translate to larger assessments so participation throughout the course prepares students for higher-pressure exams
 - a. Examples can include daily quizzes that mimic the structure of exam questions or discussion boards that exercise critical thinking skills required for exams.
5. After an exam, address questions where many students misunderstood what was being asked or a large portion of the class answered incorrectly
 - a. For clarification, it can be useful to provide students with example questions that mimic exam questions before an assessment and review what the expectations for a complete answer are.
6. Reinforce student-to-student and student-to-professor activities in order to build connections and a sense of community within the class
 - a. Strongly encouraging study groups or requiring group work can generate small communities within the class and create closeness despite the distance of remote learning.

Tips & Tricks for Canvas Quizzes and Exams

Below is a list of assessment options that can be enabled on Canvas. For specific instruction on how to turn on and best utilize these features, please contact the ITS solution center or Dr. Jennifer Golightly. Additional assistance and resources for building assessments can be found through the [Crown Faculty Center](#), the “Help” tab on the left-hand menu for your Canvas page, or [Canvas Guides](#).

- Generate a large question bank (especially if using multiple choice questions) and randomize each student’s test so there is less overlap between the questions asked to each student. Information on question banks can be found [here](#)
- Place a time limit on exams
- Add practice questions (not for credit and possibly on their own timer/in a separate assignment such as a practice quiz) so students can get familiar with online test format
- Determine what time zone students are in, if similar enough only allow test during small window
- Randomize the question order for each student
- Enable Canvas to only show one question at a time and do not allow students to look back at previously answered questions
- Create a question at the beginning and/or end of the test for students to type out the Honor Council Pledge and sign it
- If you have students in different time zones, state in your class introduction and your syllabus what time zone is being used for all due dates. Keep the time zone (likely Mountain Standard Time) consistent throughout the course
- If you have students in different time zones, you can use the “Assign to” function in Canvas to alter the start time of an exam or quiz for different students. For assistance with this feature, contact Jennifer Golightly