**Academic Integrity and Remote Instruction**

The college's Academic Integrity Office recognizes that this is a challenging situation for our students and invites instructors to take an educational response to suspected academic misconduct. However, please remember that University policies require instructors to participate in the academic integrity process before sanctioning a student for alleged academic misconduct (e.g., 0% on an assignment, redo an assignment, reduced course grade). This policy is in place for the protection of both students and instructors. Our Academic Integrity Office also recognizes that we are constrained by what is reasonable. Please don't hesitate to reach out with questions or concerns:
Academic Integrity Office: laai@psu.edu
Andrew Peck (Director): acp103@psu.edu

**Here are some things you can do to promote academic integrity on remote assessments:**
**Instructions**
-Explain to your students that academic integrity is important to you. Some colleagues report that this is more impactful when they also explain why academic integrity is important to them.
-Explain which resources are permitted and which are prohibited (but recognize that there is no way to police this)
-Explain what, if any, collaboration is permitted.
-Explain (again) what specific steps students should take to avoid plagiarism on the assessment
-Explain your expectations for attribution and citation in answers to short-answer quiz/exam questions
-Explain that students may not open tabs/windows during the quiz/exam and that you will check for this

**Quiz/Exam Construction**
-Break up high-stakes exams into several smaller low-stakes quizzes
-Create a large bank of questions and randomly select a subset of questions for each student. To reduce the variability of exam difficulty, create groups of similar questions and randomly select one question from each group. Often, changing the surface features of a question can be enough (e.g., John, a second-grade teacher….   vs.   T.J., who coaches his daughter's basketball team…).
-Randomize the order of questions
-Randomize the order of answer options (if you do this, remember to avoid answer options such as "none of the above")
-Require students to answer questions one-at-a-time to limit benefits of collaboration (but note that students do not like this format)
-Put a time-limit on the exam/quiz (but note that this is not student friendly and assumes reliable technology)
-Don't let students see their responses or the correct answers until the assessment is closed

**Other things**
-Some of our faculty require students to acknowledge an academic integrity statement before accessing an assessment
-Some of our faculty include a video question before/during/immediately after an assessment to verify the identity of the student completing the assessment
-Allow students to access to any resource and evaluate their information synthesis or critical thinking (suggested by SITE)
-Have students download a document, complete it by hand, and return (suggested by SITE)
-Have student write during the scheduled class time only and submit at the end (based on a suggestion from SITE)

-Tell students you will use Turn-It-In and use it or have student self-submit to Turn-It-In

**When in doubt, ask:**
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