

# Promoting Integrity through Best Practices in Online Learning

Jen Simonds, Kate Cardin, Jeanine Williams,  
Brandie Shatto, & Rob Coyle

July 29, 2020



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS

# Introductions



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS

# Agenda



Promoting Integrity



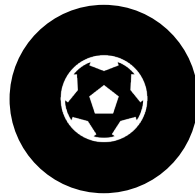
Elements of High–  
Quality Online  
Learning



Making Connections



Authentic  
Assessments



Adapting Favorite  
Activities

# How Design Supports Integrity

- Reasons for cheating
- Design matters.  
“Best Way to Stop Cheating in Online Courses? ‘Teach Better’” – [Inside Higher Ed \(7/22/20\)](#)



# Use Your Messaging

- Focus on what TO do and good intentions
- Link students to policy and resources
- Prepare for skill gaps (Avoid "They *should* know" without basis.)
- Use the language of the International Center for Academic Integrity's 6 academic integrity values (honesty, trust, fairness, respect, responsibility, courage)
- Create community responsibility: **We** do this
- Discuss intrinsic goals for learning and skill development
- Convey "got you;" steer clear of "gotcha;" stay focused on learning

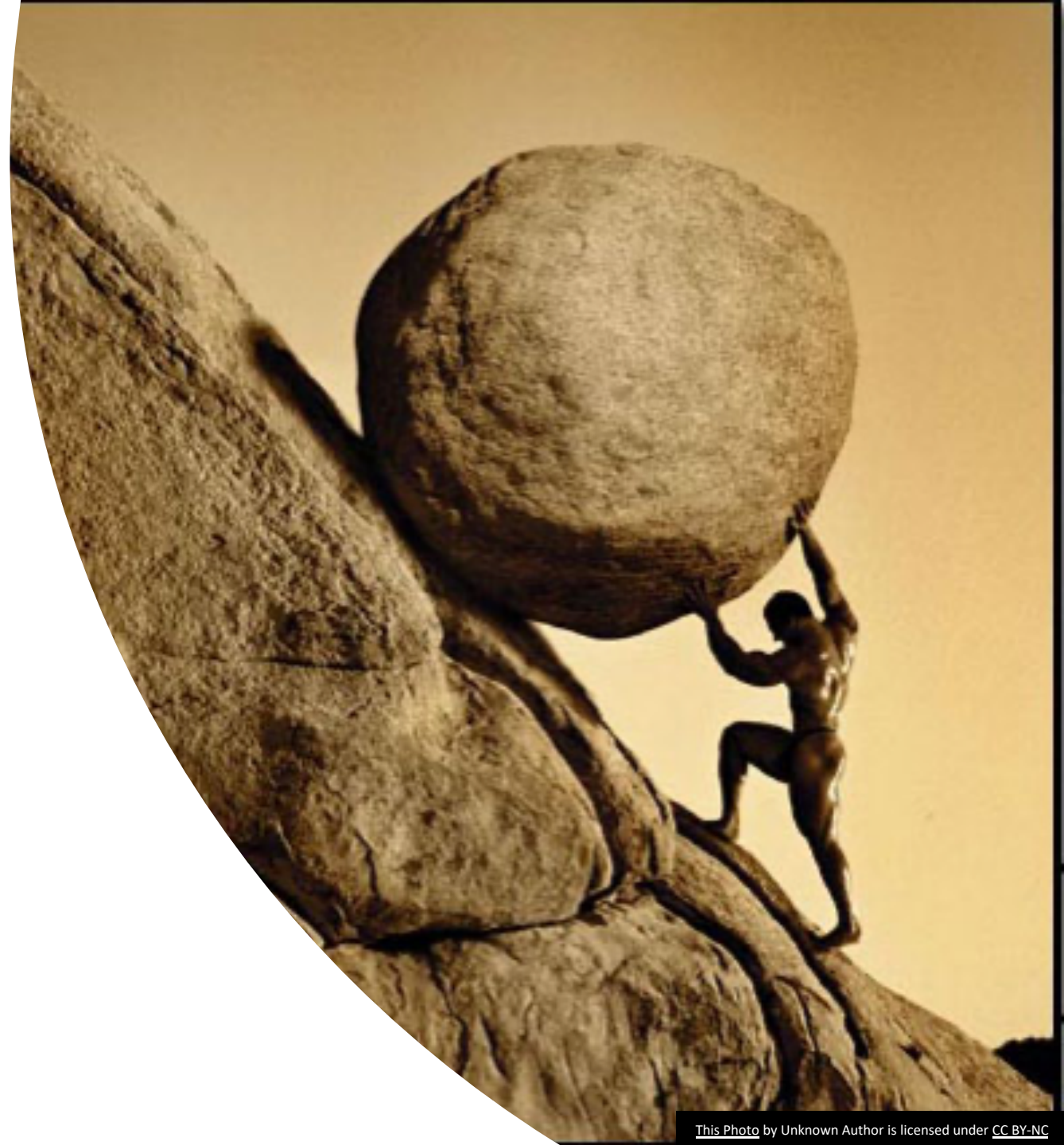


# Context: What We're Trying To Achieve

---

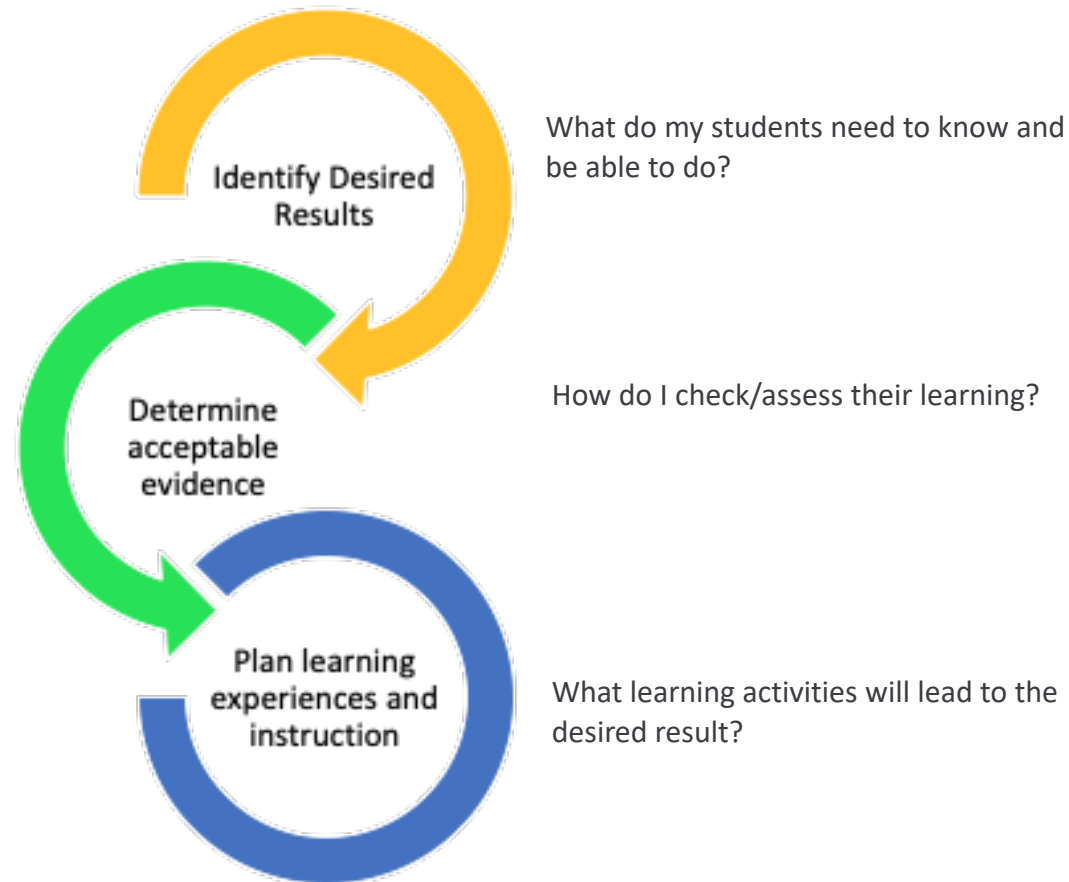
Emergency remote learning  $\neq$  online learning

- Thinking in new ways
- Getting at the most achievable outcome
- Recognizing opportunity



# Backward Design

Grant Wiggins & Jay McTighe



# Competencies/Learning Objectives

- Articulate what students should be able to **do** as a result of their learning experiences (in a course, in a program, etc.)
- Must be clear, meaningful, student-centered, observable and measurable, appropriate, and aligned
- Serve as the "blueprint" for teaching and learning
- Facilitate integrity and success by making expectations, relationships, and purpose explicit for students



# Universal Design for Learning (UDL)

## Affective Networks

The WHY of learning

Provide multiple means of Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

## Recognition Networks

The WHAT of learning

Provide multiple means of Representation

For resourceful, knowledgeable learners, present information and content in different ways.

## Strategic Networks

The HOW of learning

Provide multiple means of Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

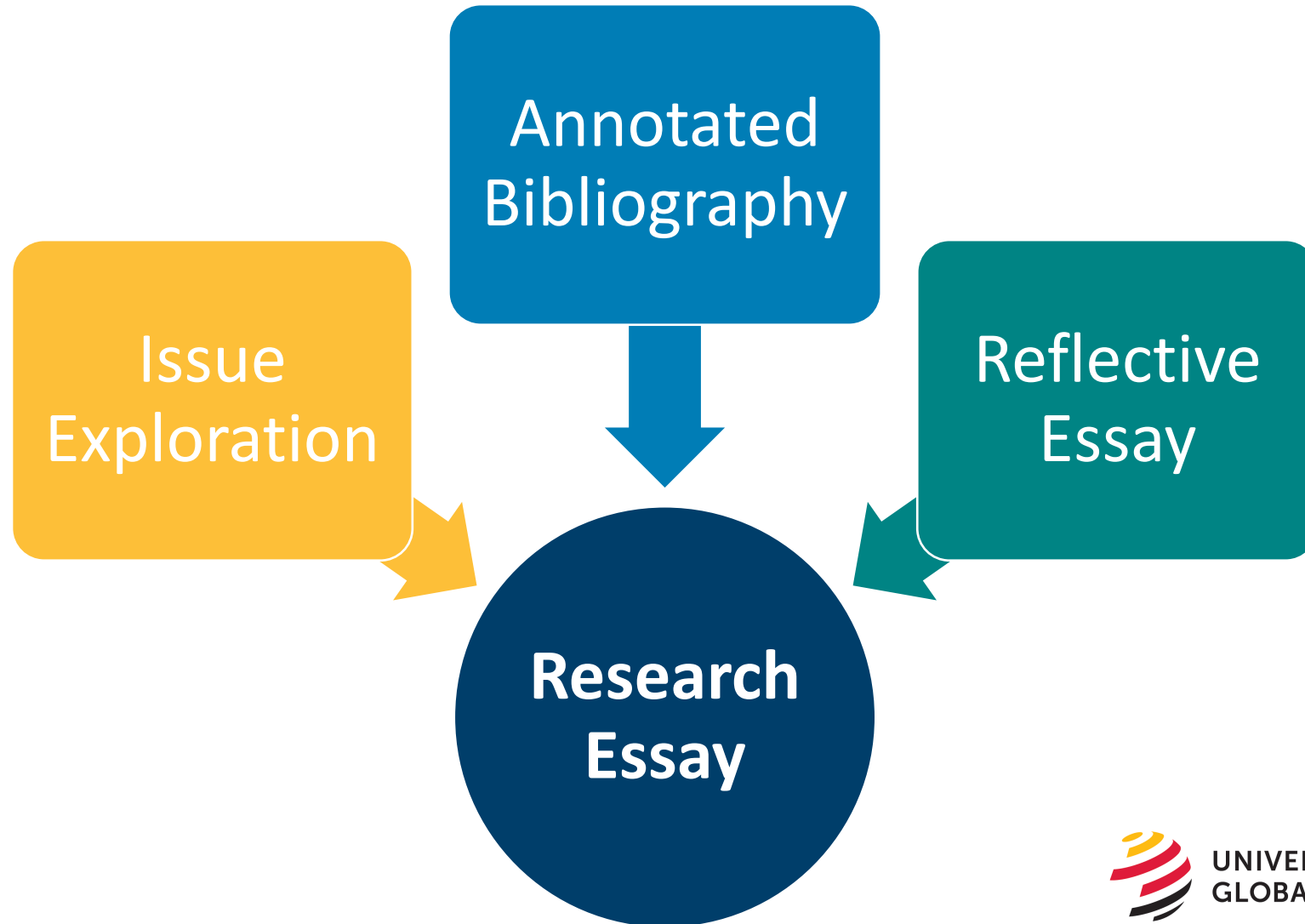


# Scaffolding, Chunking, & Sequencing

Scaffolding, chunking, and sequencing decrease performance pressure, increase confidence

Intro Psychology Example: Large high-stakes paper late in course into periodic smaller assignments that build to larger paper.

# First-Year Writing Course Assignments



# FYW Course Weekly Learning Activities



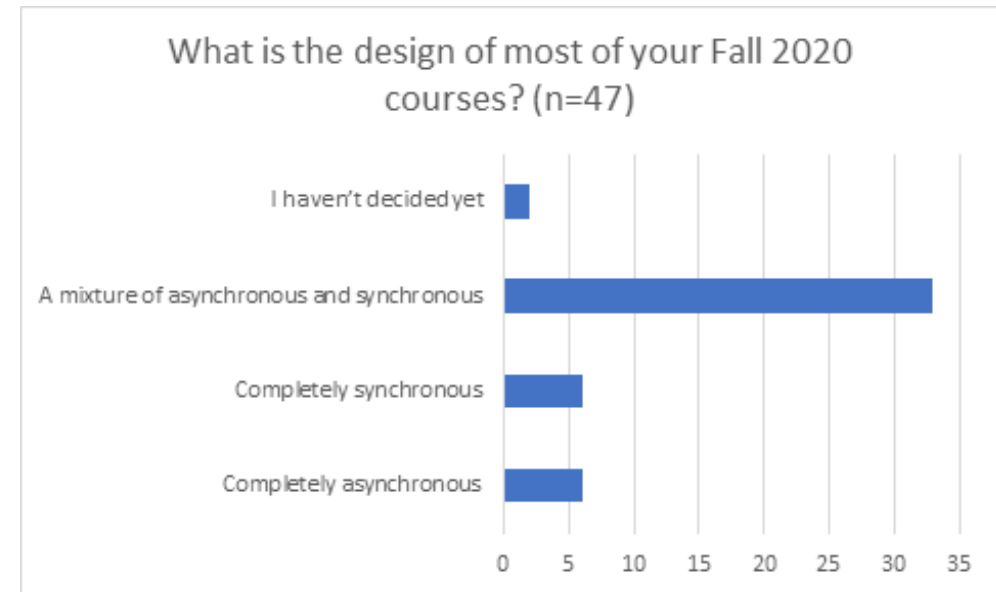
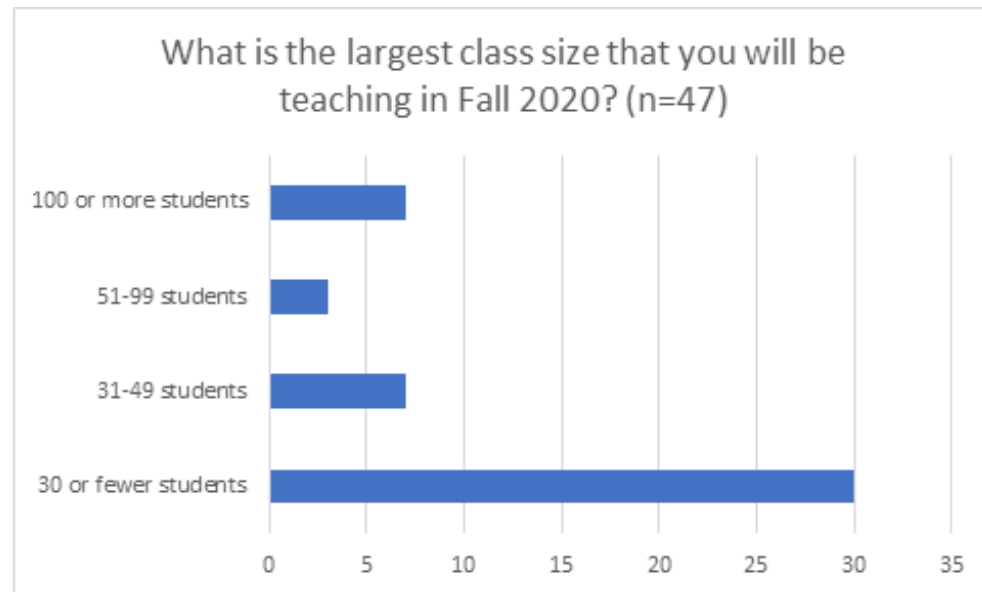
Questions?



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS

# Your Classes: Poll Questions

- Synchronous/asynchronous: Will you have set class meeting times (synchronous) and/or may the learning and coursework be done at any time (asynchronous)?
- Class sizes: What are the largest classes you are preparing?



# Personalization, Differentiation, & Choice

- Personalization
  - Learning that is tailored to the preferences of various learners, as well as instruction that is paced to a student's unique needs.
  - Differentiation via
    - Academic goals
    - Curriculum & content
    - Method & pace
  - Instead of education being something that happens to the learner, it is something that occurs as a result of what the student is doing, with the intent of creating engaged students who have truly learned how to learn (International Society for Technology in Education, 2018).



## Fostering Relationships with Students

- Student connection to faculty and classes increases investment and integrity.
- Make your communication plan clear and inviting; make it feel personal
- How can students connect with you and their classmates?



# Providing Feedback to Students

Immediate and  
Ongoing

Focus on 2-3 High  
Impact Factors

Use Peer Review

Automated  
Feedback

Whole Group  
Feedback

Audio Feedback

Video/Screencasting

# Questions, Comments, Examples?



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS

# Authentic Assessments

- Enable students to apply their knowledge and skills to complex issues that are similar to those encountered in professional ("real-world") contexts
- Examples of projects at UMGC
  - Graduate
  - Undergraduate
- Facilitate integrity by establishing relevance, engaging students in active/applied learning, and requiring demonstration of higher-order cognitive skills
- Increase motivation for original work

# Examples of Authentic Deliverables

- Advertisement (print, multimedia, audio, etc.)
- Artwork (photograph, painting, drawing, etc.)
- Bids or applications in response to a request for proposals
- Executive summary of a report
- Lesson plan
- Newspaper op-ed
- Policy brief
- Press release
- Profit and loss statement
- Project plan
- Software application (code and technical documentation)
- UX wireframe
- Whitepaper

# If you can't avoid using an exam:

- Align questions with the course's learning objectives
- Exam should not be the first time that students have been assessed this way
- Create questions that elicit higher-order cognitive skills (upper levels on the revised Bloom's Taxonomy)
- Consider contextualizing questions with scenarios and "provide your own example"-type questions
- Use a variety of question types
- Randomize both the questions and the answers; use "select from set" for first questions and periodically throughout
- Modify wording of test bank questions
- Set limited time

# Combatting “Study Help” Website Assignment Availability

For the small number who are motivation/engagement-resistant:

Plagiarism-Proofing – last step after most time spent on engaging design

- Topic and assignment name rotation
- Change part of the assignment
- Personal examples

# Survey: Your Activities & Our Tips

- Student interaction
- Small group activities (including think/pair/share) & try and then check in
- Whiteboarding
- Student group presentations

# Q & A



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS



# Final Thoughts

What are your key takeaways?

# Resources



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS

# Resources

- ["Going Remote With Integrity" Webinar Series from International Center for Academic Integrity \(ICAI\)](#)
  - [General ICAI Video](#)
  - ["Policy Gone Virtual" Video](#)
  - ["Tech Tips and Techniques" Video](#)
- [About Universal Design for Learning from CAST](#)
- [Quality Matters](#) (course design standards & training)
- [Revised Bloom's Taxonomy](#)
- [ACTFL Teaching & Learning Remotely](#) (foreign languages)
- [Indiana University Center for Language Excellence](#)

# Resources (continued)

- Harvard University "[Resources for Remote Instruction of Language Courses](#)"
- Harvard University "[Boardwork](#)" (for online science courses)
- [Classroom Assessment Techniques](#) (some of these work online)
- Carnegie Mellon University "[Solve a Teaching Problem](#)"

# Institutional Academic Integrity Leads

<b>Institution</b>	<b>First Name</b>	<b>Last Name</b>	<b>Job Title</b>
Bowie State University	Guy-Alain	Amoussou	Assoc. Provost For Academic Affairs
Coppin State University	Rolande	Murray	Asst. VP for Academic Operations
Frostburg State University	Mike	Mathias	Interim Assoc. Provost/Assoc. Prof., Philosophy
Frostburg State University	Robert	Kauffman	Professor, Recreation & Parks Mgmt Program
Salisbury University	Melissa	Boog	Assoc. VP, Academic Affairs
Towson University	Patricia	Westerman	Asst. Provost, Faculty Ac. Ctr of Excellence
Towson University	Bob	Giordani	Assoc. VP, Enrollment Mgmt & Registrar
University of Baltimore	Candace	Caraco	Assistant Provost
University of Maryland Ctr for Env. Science	Lawrence	Sanford	Professor and Interim VP for Education
University of Maryland Ctr for Env. Science	Carys	Mitchelmore	Professor, Chesapeake Biological Lab
University of Maryland Eastern Shore	Mark	Williams	Assoc. Professor, Faculty Assembly Chair
University of Maryland Global Campus	Jen	Simonds	Asst. VP for Academic Integrity & Accountability
University of Maryland Global Campus	Douglas	Harrison	Dean, Cybersecurity & Information Technology
University of Maryland, Baltimore	Susan	Buskirk	Deputy Chief Accountability Officer
University of Maryland, Baltimore County	Amanda	Knapp	Asst. Vice Provost, Ac. Standards and Policy Admin.
University of Maryland, College Park	James	Bond	Asst. Director, Office of Student Conduct

## Additional resources that were gleaned from the chat session...

- [Inside Higher ED: Best Way to Stop Cheating in Online Courses? 'Teach Better'](#)
- Guidance on using remote boardwork can be found [here](#)
- UMBC [tool chart](#) resource for leveraging apps for engagement and assessment
- Resources that people shared to boost student motivation and engagement in online courses:
  - [Wipster](#)
  - [Flipgrid](#)
  - [Lucidchart](#)
  - [Voicethread](#)
  - [Rocketbook Snapcast](#)
  - [Ziteboard](#)
- 2-Step Instructions for Self-Registering for USM OnTrack QM Workshops:
  - Step 1. Go to <https://www.qmprogram.org/myqm/> and sign in if you have a QM account or click "No, I am new here" to create an account.
  - Step 2. Once signed in, click here <https://www.usmd.edu/cai/register-qm-workshops> for a listing of USM OnTrack QM Workshops and to register (using the corresponding link on the right side of the table). Scroll down the page to see workshops that are being added regularly.