

Academic Integrity and Online Learning

Support student learning in an online environment while educating them about maintaining academic integrity.

Influencing Factors	Strategies
Student lack of knowledge about academic integrity	Provide examples of proper academic work, discuss common academic misconduct examples. Communicate expectations early and provide opportunities to discuss with students. Create a D2L FAQ discussion for students to ask questions. Provide opportunities for students to submit assignment drafts for feedback.
Lack of opportunity for the instructor to form in-class relationships with students	Get to know students written work through the discussion board and other frequent small stakes assessments.
Student anxiety about technology	Provide opportunities for students to learn the technology to reduce their anxiety before a test or project is due, such as a practice quiz that has no grades association.
Time management for students	Time management for students in online courses is challenging. Communicate expectations early, set due dates and provide opportunities for feedback. Be kind to students and be understanding in the current situation.
Build and maintain community	Create activities that have students engage with each other and you to build a sense of a supportive community Encourage students to talk about academic integrity through the discussion board.

Additional Resources

- [COVID-19, Contract Cheating and Academic Integrity in Online Courses: What you need to know \(drsaraheaton.wordpress.com\)](https://drsaraheaton.wordpress.com/2020/03/24/covid-19-contract-cheating-and-academic-integrity-in-online-courses-what-you-need-to-know/)
- [The Impact of COVID-19 on Academic Integrity \(drsaraheaton.wordpress.com\)](https://drsaraheaton.wordpress.com/2020/03/24/the-impact-of-covid-19-on-academic-integrity/)
- [Promoting Academic Integrity in the Online Classroom \(facultyfocus.com\)](https://facultyfocus.com/2020/03/24/promoting-academic-integrity-in-the-online-classroom/)

Moodle

Moodle quizzes

Moodle quiz tool has multiple features to help mitigate academic misconduct. Yet, for courses that are put online last-minute some additional considerations need to be reflected in how you set up online quizzes.

1. Randomize questions for each student using the question library. For example, 20 questions for each student can be randomly selected from a library of 50 questions, giving each student a different set of questions.
2. Use the randomize answer order for each question. Even though the answers options will be the same for all students, the order will be different.
3. Showing 1 question at a time is a good option to help students focus. Preventing backtracking is a Moodle option but can also be a source of student anxiety as students are prevented from revisiting questions.
4. Set a realistic yet tight time limit which will require students to focus and work through the quiz relatively quickly, but not to create anxiety by rushing students through the quiz.
5. Make tests available for a 24-hour time period to accommodate different time zones, student schedules and technical difficulties. For example, a quiz that takes 60 minutes to complete can be open for 24 hours.
6. Hide all review options, so students do not see the questions and their responses. You can always release the quiz, student results, and correct answers at a later date.
7. Show the clock to help keep students on time.
8. Only allow 1 attempt per student.
9. Disable right click to prevent quick copy/paste.

To learn more about Moodle Quizzes online see [Setting up a Test in Moodle.](#)

Tips for online quizzes

10. Create a practice quiz with the same settings as the actual quiz to provide an opportunity for students to experience the technology and process. This will help reduce their anxiety about seeing the technology for the first time as a graded test.
11. Have a back-up plan as some students might experience technology or internet troubles. Back-up plans include having students write a paper or complete another project. You can also release the quiz again or a different quiz to select students using the Special Access option.
12. Use frequent low-stakes quizzes.
13. When creating a new quiz, preview the test to identify any errors
14. Explicitly state academic integrity expectations, such as graded tests must be done individually.
15. When students submit the quiz limit the information provided back to them (eg. Do not show submitted questions and answers)