



Test Integrity In The Digital Classroom

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Education:

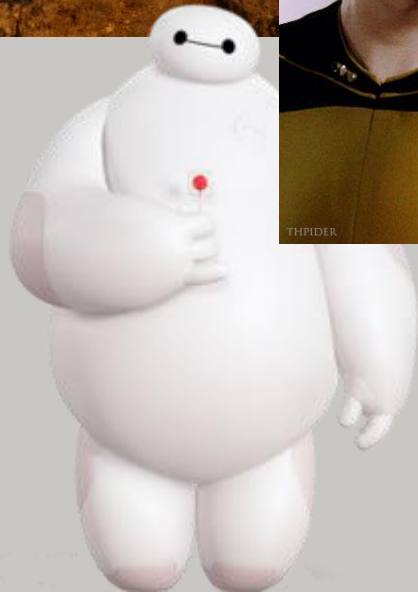
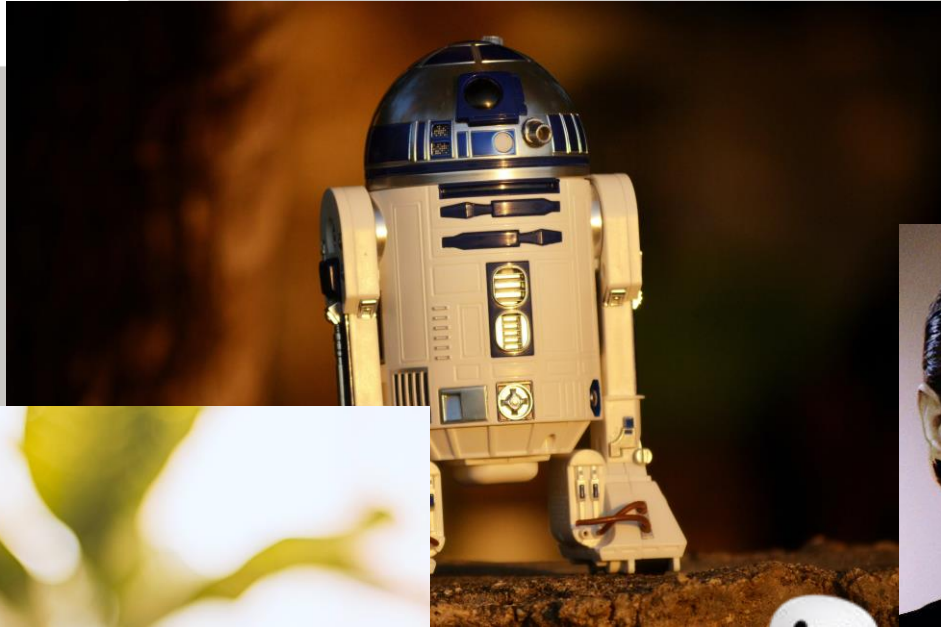
- Bachelor of Arts in Music
- Master of Library and Information Science
- Instructional Design Certificate (in progress)

2021: Started at WSU in 2021 as an Educational Accessibility Specialist

2023: Instructional Designer

Assessment vs. Testing

Assessment is a process
Testing is an event



 OpenAI

- Why do students cheat on tests?
- How do we combat cheating on tests?

Why do students cheat on tests?

- Fraud Triangle

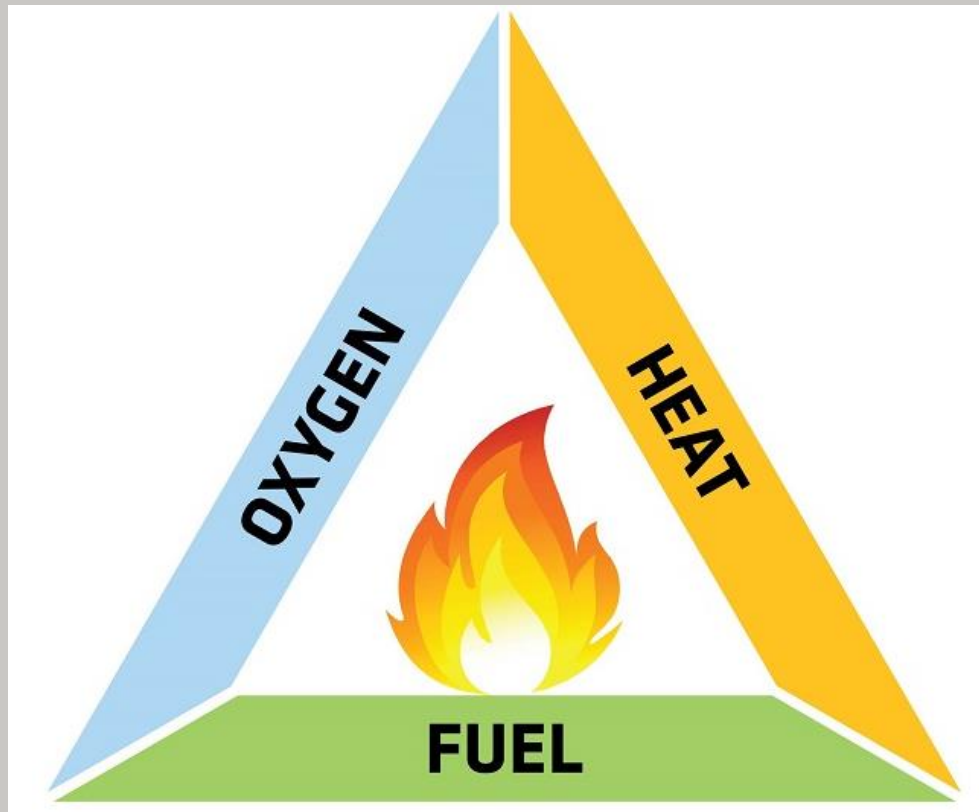
How do we combat cheating on tests?

- Deter
- Design tests to reduce cheating
 - Blackboard test settings (demonstration)

Idea share

Why do students cheat on tests?

Fire Triangle



Fraud Triangle





In order to cheat, three elements must be present:

1. Perceived pressure
2. Perceived opportunity
3. A way to rationalize cheating as not being inconsistent with one's values

Pressure

What incentive does a student have to cheat?

- Pressure from parents
- Pressure from self
- Competition with other students
- GPA required for scholarship or future education
- Test have high stakes

Opportunity

What weaknesses exist in the system that make it possible for students to cheat?

- The nature of online learning
- Perceived level of consequences for cheating at the University level or by professor
- Perceived lack of importance of academic integrity of professor
- Availability of resources

Rationalization

What rationale do students use to convince themselves that cheating aligns with their personal values or is worth the risk of getting caught?

- Others in the course are cheating
- Class is unreasonably difficult
- Teacher is incompetent
- Material wasn't taught or students weren't told about test
- Class or material is irrelevant to future career
- It's not hurting anyone

How do we combat cheating on tests?



Deter cheating
before it can
happen

RATIONALIZATION

“ Some research posits that the biggest concern is the extent to which students are aware of what constitutes dishonest behaviors, with up to one third reporting they were unaware they participated in academic dishonesty. ”

“ ...about 25% of the students responding indicated that it should be expected that students will use whatever is available to them in a take-home or online test. ”

Dyer, Pettyjohn, and Saladin, [Academic Dishonesty and Testing: How student beliefs and test settings impact decisions to cheat](#)

“ Believe it or not, students have argued that they should not be punished for cheating because they were never told they couldn't do it. State clearly when students may cooperate and when they must work independently. ”

McBurney [*Cheating: Preventing and dealing with academic dishonesty*](#)

“ It is imperative that faculty, staff, and administrators understand that the perceived responsibility of an institution is that unless cheating is being prevented and discussed, the institution is essentially tacitly encouraging it. ”

Dyer, Pettyjohn, and Saladin, [*Academic Dishonesty and Testing: How student beliefs and test settings impact decisions to cheat*](#)

In a study reported in the Chronicle of higher education, a professor of economics from Ohio State University

“ surveyed more than 500 students in 12 courses on two campuses. In some courses, as little as .002 per cent of the class admitted to cheating. In others, the figure climbed to 35 per cent. There was nothing accidental about the spread....”

Schneider, [*Why Professors Don't Do More to Stop Students Who Cheat*](#)

From Wichita State syllabus template:

Academic Integrity

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. Students are responsible for knowing and following the Student Code of Conduct Policy 2.17:

https://www.wichita.edu/about/policy/ch_02/ch2_17.php. When the faculty member determines sanctions are warranted for violations of academic integrity, regardless of severity, the faculty member must report the infraction to the Office of Student Conduct and Community Standards. If you need more information about the process or wish to appeal a decision, please visit https://www.wichita.edu/about/student_conduct/ai.php

[Be sure to specify the penalties associated with violations of academic integrity. If your department or college has a policy that would be followed in the course, either specify it or insert a link.]



“Students are not just intellectual beings. We have to consider them holistically and realize that the classroom is a social context and that social relationships shape behavior. Students feel anonymous when they don’t have a relationship with the instructor or any of the TAs. This experience is prevalent in large classes, but not necessarily confined to them. The kind of relationship that is most beneficial to students is not that of “buddies,” but a friendly professional relationship that has at its core the learning experience of the student. Students who experience being valued individually in class are less likely to cheat, in part because the social and emotional costs are high in this case. Students don’t want to let their instructor down, and they don’t want to experience the emotions of embarrassment, guilt, and shame that go along with that. Conversely, students who experience anonymity in the classroom are not subject to these social and emotional costs and consequently are more likely to cheat.”

[Solve a Teaching Problem, Carnegie Mellon University](#)

How do we combat cheating on tests?



Design

PRESSURE

OPPORTUNITY

Lower the stakes

PRESSURE

- Consider more frequent, lower-stakes assessments, like short quizzes at the end of each lecture, or chapter or unit tests instead of a midterm and a final.
- **Provide feedback** throughout the semester by commenting on student work, using rubrics for self-and peer-assessment, discussions, etc
- **Allow students multiple attempts** and record the highest score

Test Design

PRESSURE

OPPORTUNITY

- Write questions and prompts that allow a variety of ways for students to express or demonstrate mastery
- Use a variety of question types in one test that show fact recall and higher-order thinking
- When you do have high-stakes exams, make them open-book, open-note, or open-internet.
- Require quotes and citations in short answer questions.
- Get to know ChatGPT and other AI so you can incorporate it into your course instead of banning it

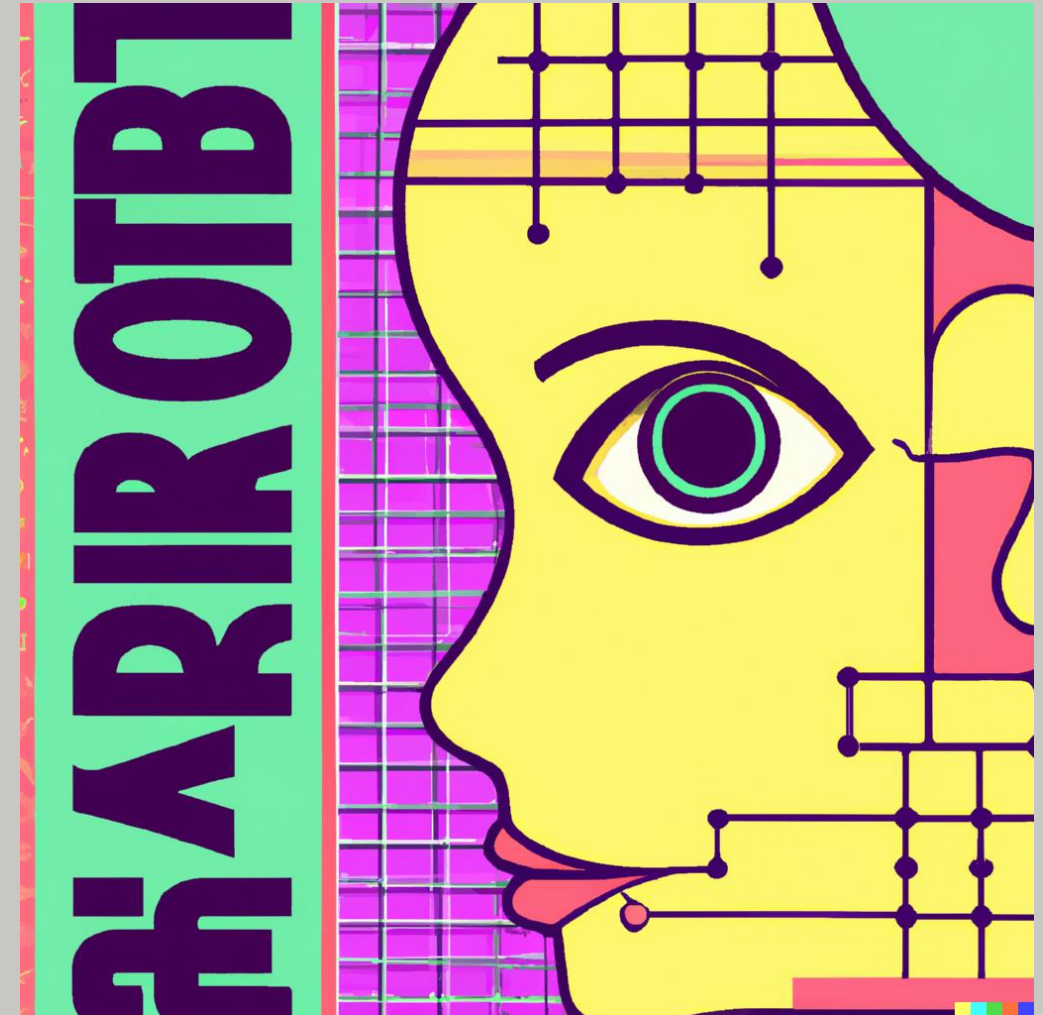
Test Design

PRESSURE

OPPORTUNITY

Chat GPT's Weaknesses:

- Limited understanding of context
- Lack of commonsense
- Limited reasoning abilities
- Confusing or nonsensical responses
- Bias



Test Settings

OPPORTUNITY

Respondus

Lockdown browser

Requirements:

- Up-to-date hardware
- Ability to download and install software
- Software setup before test

Lockdown browser + monitor

Requirements:

- Same as above plus webcam

[ARC 21 Respondus Training](#)

Examity

Proctoring service with variety of levels

Additional cost to students

Requirements:

- Up-to-date hardware (laptop or desktop only; no mobile devices)
- Ability to download and install software
- Working webcam and microphone
- Ability to troubleshoot audio and video problems

[Aug 22 ARC Panopto Training](#)

Blackboard Settings

- Draw from a large pool of questions
- Randomize order of question and answers options.
- Show one question at a time and prohibits backtracking.
- Set timer and enable auto-submit
- Short access window
- Show results only on a specific date or after all attempts had been graded and only shows the score per question and not the answers or submitted responses.