Academic Integrity in Online Education

Academic Integrity is an important element of education at Mohawk College. The Office of Academic Integrity has compiled and summarized a set of recommendations to support faculty in the delivery of online education.

Gallant (2020) elaborated on three major steps for promoting academic integrity in online education: “inform and educate, protect and prevent, and practice and support”. In the following section, you can find tangible recommendations for each step, most of which were included in a webinar delivered by Gallant (2020).

1. Inform and Educate
   a) Provide information about academic integrity. You can use the resources provided in the attached document.
   b) Engage students in discussions of academic integrity, assess their understanding of it, and have them affirm their understanding. A recommendation is to include a check-box for students submitting completed assignments and tests to affirm their understanding.
   c) Educate students on how to do the expected work with integrity
d) Educate students on how to prevent academic misconduct.

2. Protect and Prevent
   a) Give students some choices and some control over assessments.
   b) Make the assessments meaningful and authentic.
   c) Allow open notes with specifications/limits on what they may include.
   d) Avoid textbook questions as much as possible, or use large pools of questions.
   e) Provide students with warm-up quizzes or exam question samples to reduce their anxiety and familiarize them with the test/exam environment.
   f) Use online proctoring tools. However, be cautious about doing that. It has its own challenges.
   g) Use LMS features to maximize the exam integrity such as limiting access, time, number of exam questions available at each time, randomization of questions, etc.
   h) For written assignments, use detection tools for checking all the papers, be vigilant and read for contract cheating, use google to search for your prompt, and if possible integrate some oral assessments.

3. Practice and Support
   a) Model academic and work integrity in your own instruction
   b) Make yourself available to help students via email, virtual presence, etc.
   c) Follow the current procedures for reporting violations. The meetings can be conducted using Zoom. Make sure that you make such meetings private and password protected.
Another consideration is how to change our instruction to use the full potential of online education. Using Dr. Ruben Puentedura’s SAMR Model (H. L., 2017) can promote understanding of how to use online tools and help us apply that knowledge to take measures to promote academic integrity in online education.

**Substitution** refers to the use of technology to replace the traditional methods. An example would be using synchronous teaching vis-à-vis classroom instruction.

**Augmentation** refers to the use of technology to replace and enhance the learner’s learning experience. An example would be replacing a reading text with a video on the subject with powerpoint slideshow and a narrative explaining the slides.

**Modification** refers to changing the learning experience by modifying the learning objectives to incorporate the use of technology. Imagine one of the learning objectives you had for your in-class instruction is for students to be able to deliver a 1-minute presentation to their peers on the topic they learned last session. In the modified version, you ask the students to record a 1-minute presentation on their understanding of the last session topic and upload it to the discussion board for review and feedback.

**Redefinition** refers to the process of changing the educational goals in such a way that instruction would only be possible by the use of technology. An example would be asking students to share their thoughts on a topic on different social media platforms and write a summary of the feedback they receive from each platform.

Link to the [Academic Honesty Policy](#).

Link to the [Academic Offense Report Form](#).

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**References**