

How to do online testing through Canvas

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Below are some tips from faculty on how to reduce academic dishonesty in an online classroom.

- Have students sign course-level contracts to acknowledge academic integrity policies and procedures (Example listed below)
- Include a short honor code statement before each quiz or assignment. You can begin each exam/assignment with a non-graded “pre-question” about the Nicholls Honor Code.
- Clearly state the level and type of collaboration allowed in courses
- Provide various assessment instruments for students including discussion forums, group projects, case studies, project-based assignments, open-book exams, and class participation
- Set a low point value for multiple choice exams – this will reduce pressure to cheat since exams do not represent a large percentage of their grade
- Give each student a different version of the test (generated through Canvas) - at least two versions of comparable difficulty per question, scrambled question order and scrambled choices for multiple-choice questions. Numeric answers can be easily created.
- Have all students take the test at the same time online
- Use questions not drawn from a source where online answers/solutions can be looked up; slightly modified questions from question banks
- Select the smallest time frame possible for the students to complete an exam –an example often used is 45 seconds per question for multiple-choice
- Enable a small “log-in period” to the exam – this limits a student who has completed the exam from telling other students what was covered
- Display “one question per page” to reduce multiple copying in exams and quizzes
- Shuffle test questions, question answers, and select random questions
- Do not allow multiple attempts on exams
- Under Review options, only check off “Attempts” so students can’t view and copy correct answers after the quiz is closed
- Use TurnItIn plagiarism activity for all student papers
- When the test is finished, click on the results to see how long students took the exam and at what times. This may show a pattern of cheating

- Consider doing the exam through video conferencing, so you can observe the students taking the quiz
- Use ProctorU for exams that you want to be proctored remotely (see instructions in the Google folder)
- Look over the Online Testing folder online, go over the resources, and watch the videos
- Report any academic dishonesty through proper channels to deter repeat offenders

10 Alternatives to Exams

Karen Harris of Rutgers' Teaching and Learning With Technology presents an excellent list of 10 suggested alternatives to exams that can be aligned with many different subjects and goals.

Below is a quick list of her suggestions:

1. **Series of quizzes:** offer a low-stakes opportunity for students to demonstrate mastery of the material, and give you ongoing information about student understanding. Frequent quizzing has also been shown to reinforce student understanding. Both Canvas and Sakai can randomize questions in quizzes, making cheating more difficult.
2. **Student-developed quiz questions:** writing quiz questions both builds and demonstrates students' understanding of the material. This assignment can be structured as a collaborative group activity.
3. **Open-book, take-home assessments:** many disciplines already have a tradition of take-home exams, typically involving more conceptual or applied questions that students cannot quickly look up in a textbook.
4. **Professional presentations or demonstrations:** students can create audiovisual presentations using a variety of media, PowerPoint, Prezi, and other tools.
5. **Annotated anthology or bibliography:** this project gives students choice in selecting works while assessing their higher-order abilities to evaluate sources, compare multiple perspectives, and provide rationales for their choices.
6. **Fact sheet:** students create a one-page fact sheet on a topic. Students must select relevant facts and explain them clearly and concisely.
7. **Peer- and self-review activity:** these allow for personal reflection on learning and peer-to-peer instruction, both of which reinforce and deepen understanding. Students do need instruction in the task of providing constructive feedback. Targeted rubrics laying out expectations for student work are very helpful.

8. **E-Portfolio:** a student-selected portfolio of work from the semester. Students compile their best or representative work from the semester, writing a critical introduction to the portfolio and a brief introduction to each piece.
9. **Non-Traditional Paper or Project:** creative assignments work best when they have some “real-world” relevance and offer students some choice in delivery format.
10. **Group Project:** group projects require students to demonstrate mastery of the subject matter and develop their ability to communicate and work collaboratively. It is crucial to make your assessment criteria and grading scheme clear and to ensure that there are

Online Honor Code

(Having students agree to this does not prevent cheating. But it does let students know what your expectations are for the class and it does place some moral and ethical responsibility on the individual students. Feel free to edit to fit your needs.)

By taking this online course I agree that I will:

- Complete all assignments, exams, and other assessment activities with my own work and only my own work (unless otherwise permitted by the instructor). I will not submit the work of any other person.
- Maintain only one user account and not allow anyone else to use my username and/or password.
- Not engage in any activity that would dishonestly improve my results, or improve or hurt the results of others.
- Not post answers to problems, assignments, or exams that are being used to assess student performance.
- Follow all codes of student conduct as specified in the published *Code of Student Conduct*