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**The method of assessment or  
the question asked in the  
assessment task: Which is more  
important to ensure integrity?**

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# Elements to assessment design



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# Decisions, decisions...

Individual	Group	Low value	High value
Assurance of learning task	Peer assessment	Graded or satisfactory	Credit point value (0,3,6,12,24)
Research component	Capstone	Introductory	Undergraduate
Postgraduate	Which year? (1,2,3,4)	Practicum?	Internship
Core subject	Elective subject	Task type	Student backgrounds
Pre-requisites	Learning outcomes	Registration requirements	When is it scheduled?

- There are many things to consider in assessment design
- Some are not always in our control
- Exam are a “default”

# What do we want students to do?

We need to be clear on what we want students to do.

Sometimes this means asking what can't my students do when they arrive in my class; or

What do they need to be able to do when they leave my class?

Look at patterns, outcomes and also difficulties with assessment responses. Use the previous outcomes to inform your future design.

Align this with the learning outcomes – you may need to alter, amend or refine assessment tasks.

...it is not about how I was assessed when I did the subject...

# This may mean changes...

What about the work involved...?

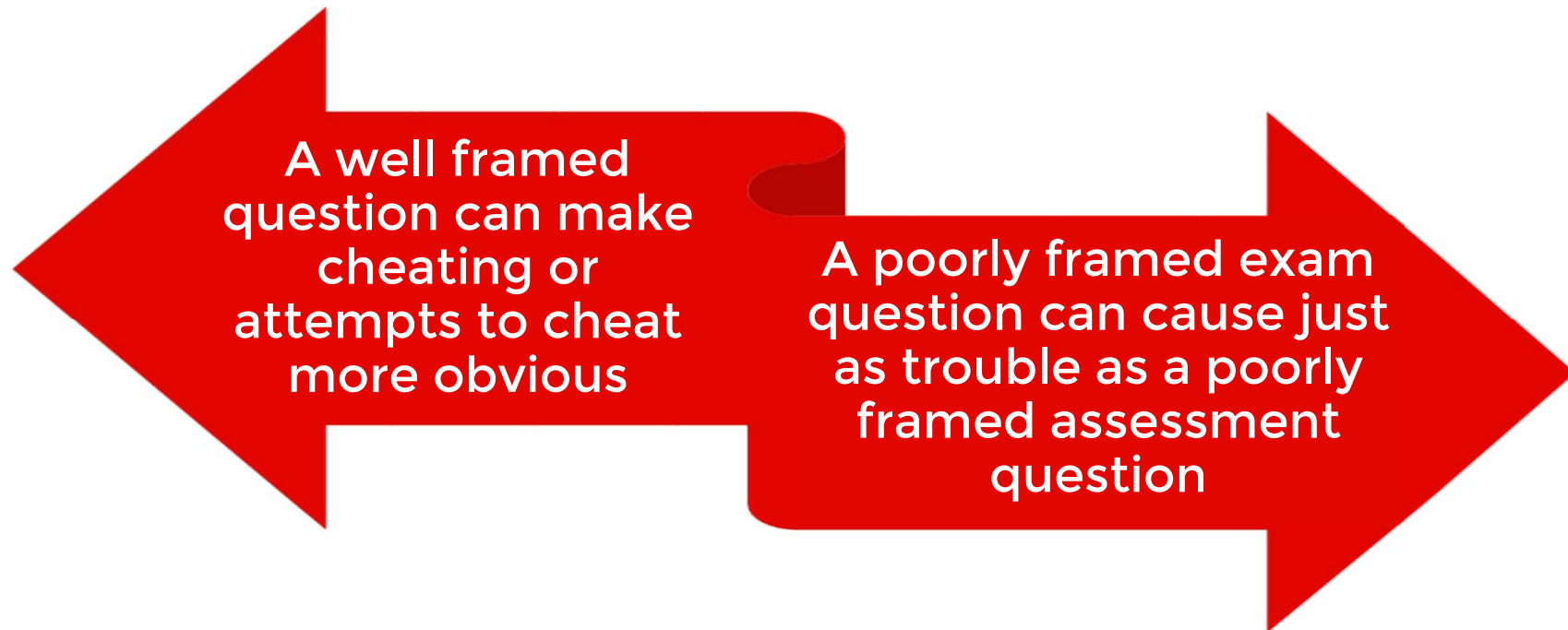
Careful assessment design – can actually make your work easier

It may mean a staggered implementation – changing certain elements as you go along

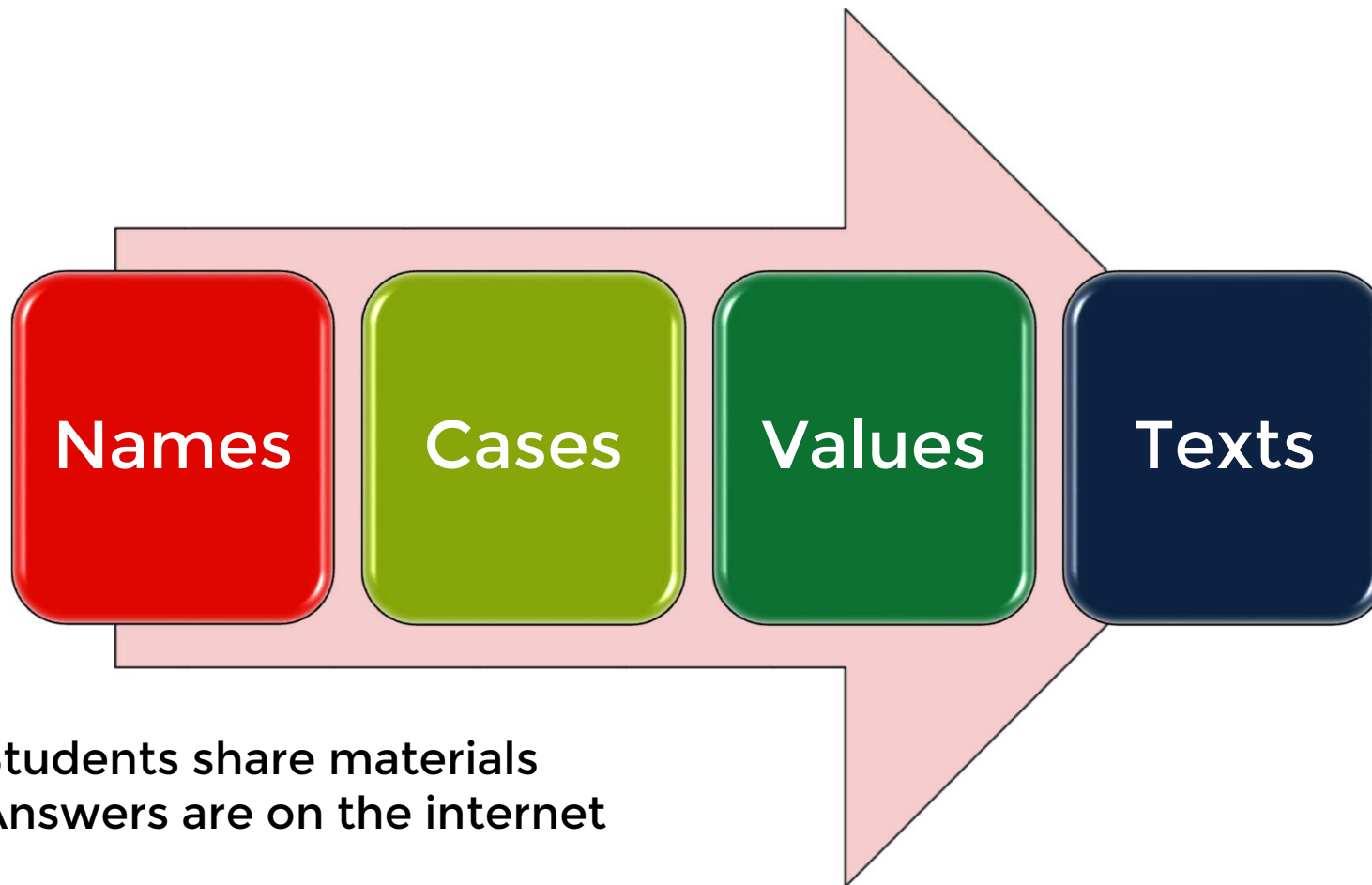
Learn from the experiences

Experiment...if it does not work you can always refine it.

It is not just about the assessment design – it is also about the question we ask...



# This is more than just changing...



- Students share materials
- Answers are on the internet

# Google your question...

## As soon as a student Google's a question it will be picked up by RSS feeds

This feeds into online searches directing students to cheating sites.



How do I choose  
or decide if it  
needs changing?



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# Direct feedback

- Ask about it as part of a review of teaching
- Teacher and subject evaluations
- Feedback from tutors
- Comments from students during consultations

# Indirect feedback

- How many questions you get asked in class
- A concern evident through a number of submissions may be related to the design of the assessment, question, or detail (or lack of detail) provided in subject outlines and support materials
- A particular group of students may have a similar issue (*misinterpretation or misinformation*) (Rogerson, 2017)
- These are not necessarily the students' issues but ours...
- Use this to inform future changes

# Assessment task criteria



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# Assessment task criteria



- Having specific requirements for an assessment make it easier for students to understand requirements – and for you to grade and provide feedback – such as:
  - number and type of references
  - key citations
  - examples
  - how many quotes can be used
  - links to recent situations or circumstances (Rogerson, 2015, 2016)
- Ensure any clarifications after the subject outline is published are provided to all students in writing (Moodle/SOLS)

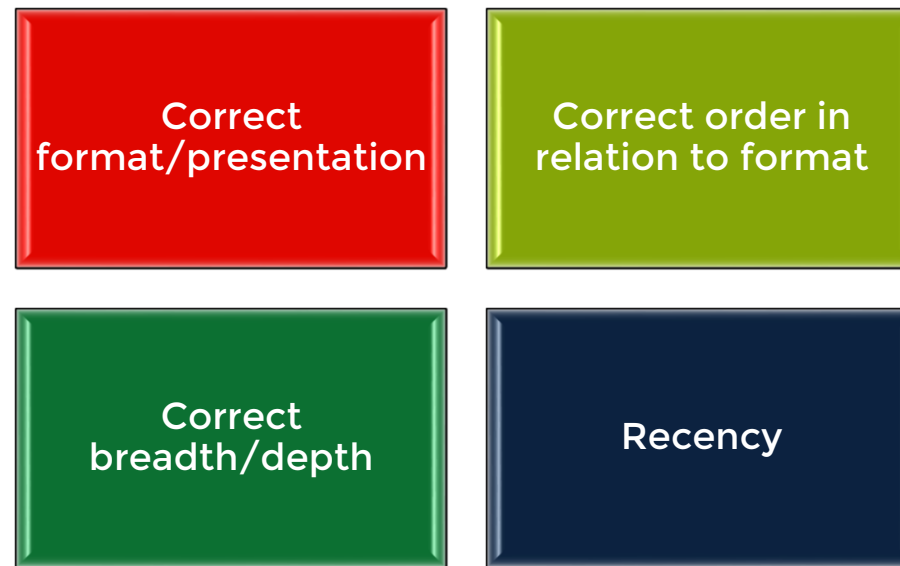
# Clear assessment task criteria

- *For example:* Any requirement for current examples or use of specific resources such as a recent news item can help with academic integrity issues:
  - difficult for paid professional services sites to meet the criteria; and
  - limits the reuse of materials from previous sessions(Rogerson, 2016)
- Providing exemplars to students discourages students searching the Internet to “see” what the assessment type may look like (Rogerson, 2016)
- Specific requirements also discourage students from contract cheating  
(Bretag et al. 2017)



# References and citations provide an indicator to assessment originality (as well as quality...)

Observing if the referencing criteria been met in terms of...



This level of detail should be specified in the assessment task criteria as non-compliance can be a clue and makes originality concerns easier to identify (Rogerson 2014, 2015, 2016, 2017).

Detail can be important as content

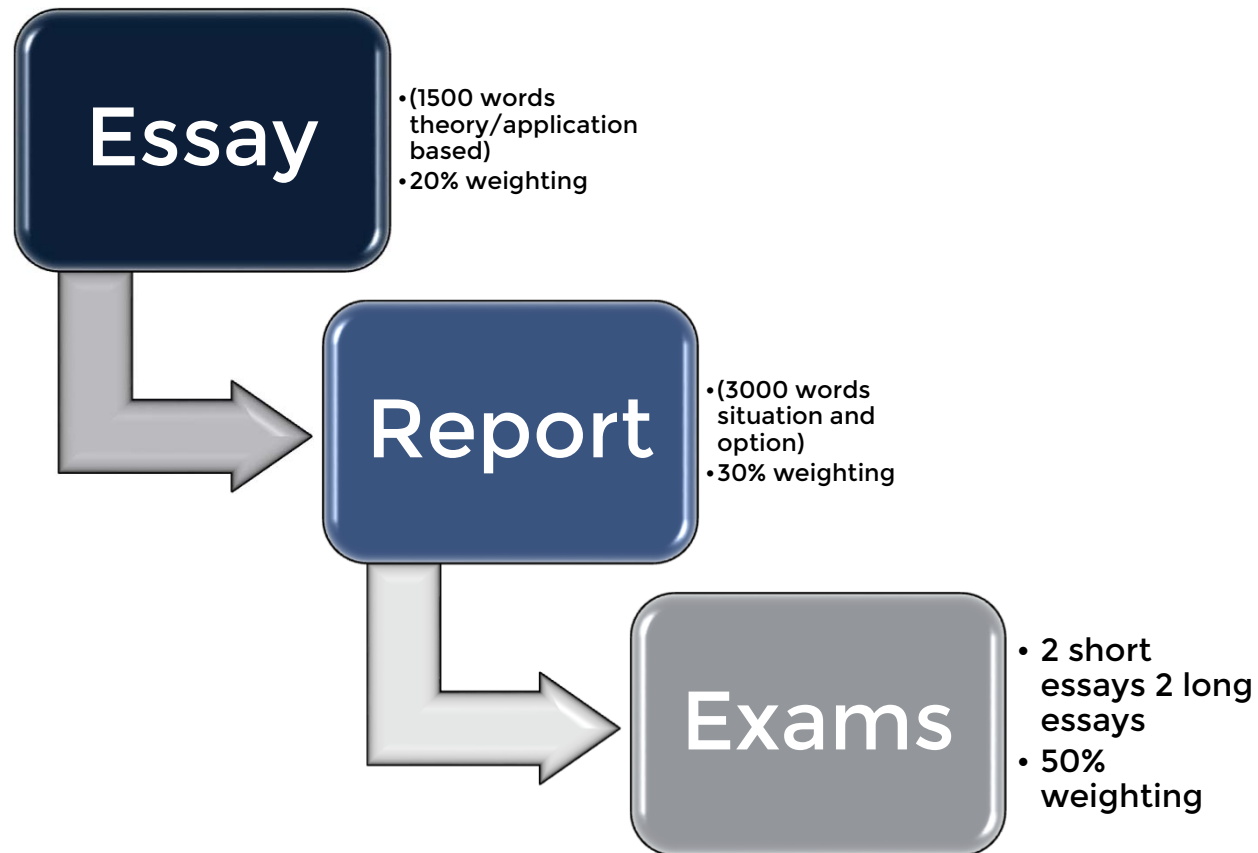
# Case 1:



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# Original assessment design



# Considerations:

## Need:

Changes required in a subject due to AQF allocation of a group assignment to a subject

## Historical context:

- Compulsory subject
- Inherited assessments
- No strict order in taking the subjects in order (student choice)
- Wide variety of undergraduate experiences, research and writing skills
- Some students tried to cheat/purchase/borrow materials
- Reasonably high failure rates



# Other considerations:

- Assessment task had 2 question choices around team work or cross-cultural differences
- Required real-world examples, examination of issues, and recommendations to overcome the issues
- Generic answers (purchased) were bland – they mention theory, lack discussion, and miss providing examples
- Students with poor English skills have difficulty in telling whether borrowed or purchased material does not address assessment criteria (Rogerson, 2015, 2016)

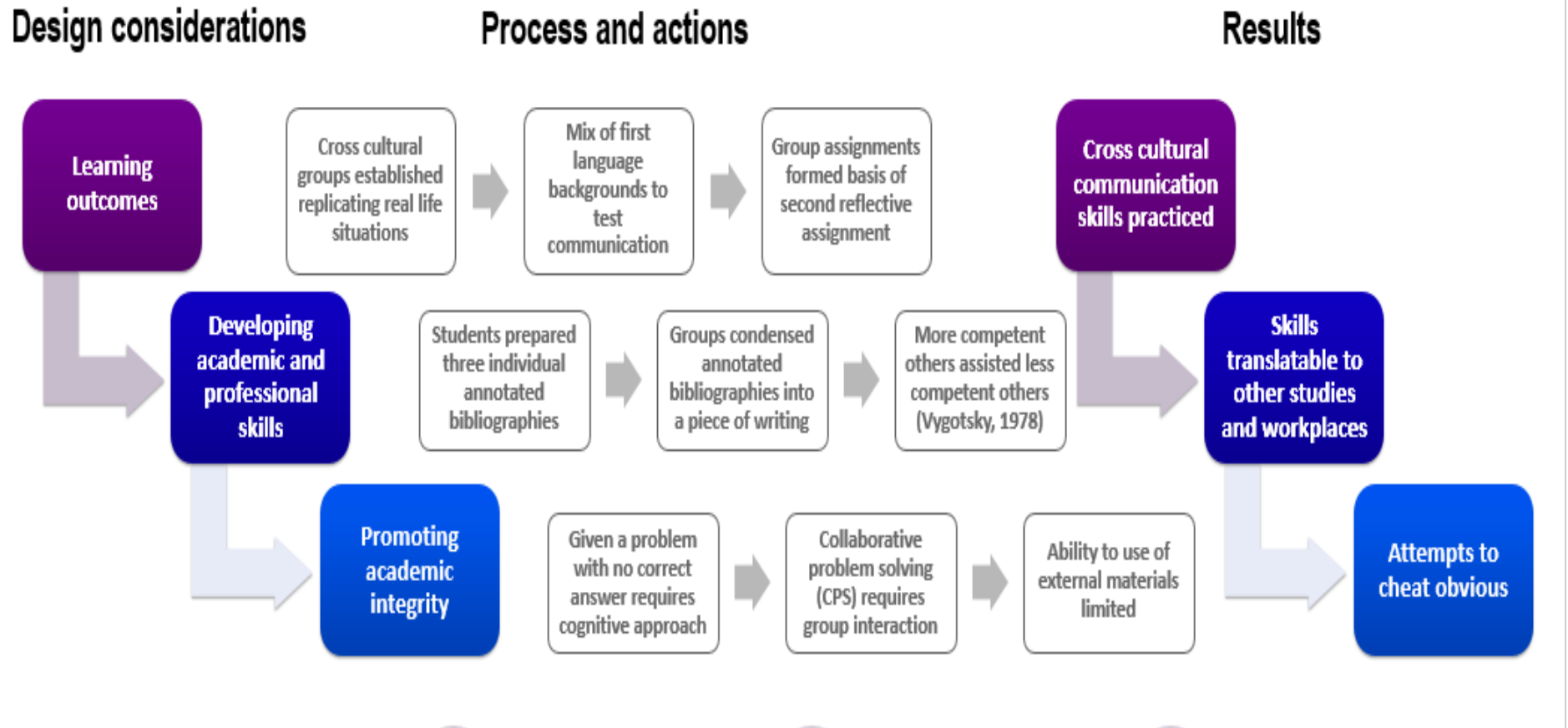


# Came up with some ideas but...

- Thoughts around the assessment task but embedding them in the class was more of a challenge
- Sought help from learning development
- Assistance received with tutorial tasks to help students prepare for the assessments
- Success resulted in the activities being integrated into other classes



# Process and outcome:



Rogerson, A.M. (2015), 'Designing assessments to develop academic skills while promoting good academic practice and limiting students' use of purchased or repurposed materials', Assessment in Higher Education Conference, Birmingham, 16-18 June, 2015.

# Feedback

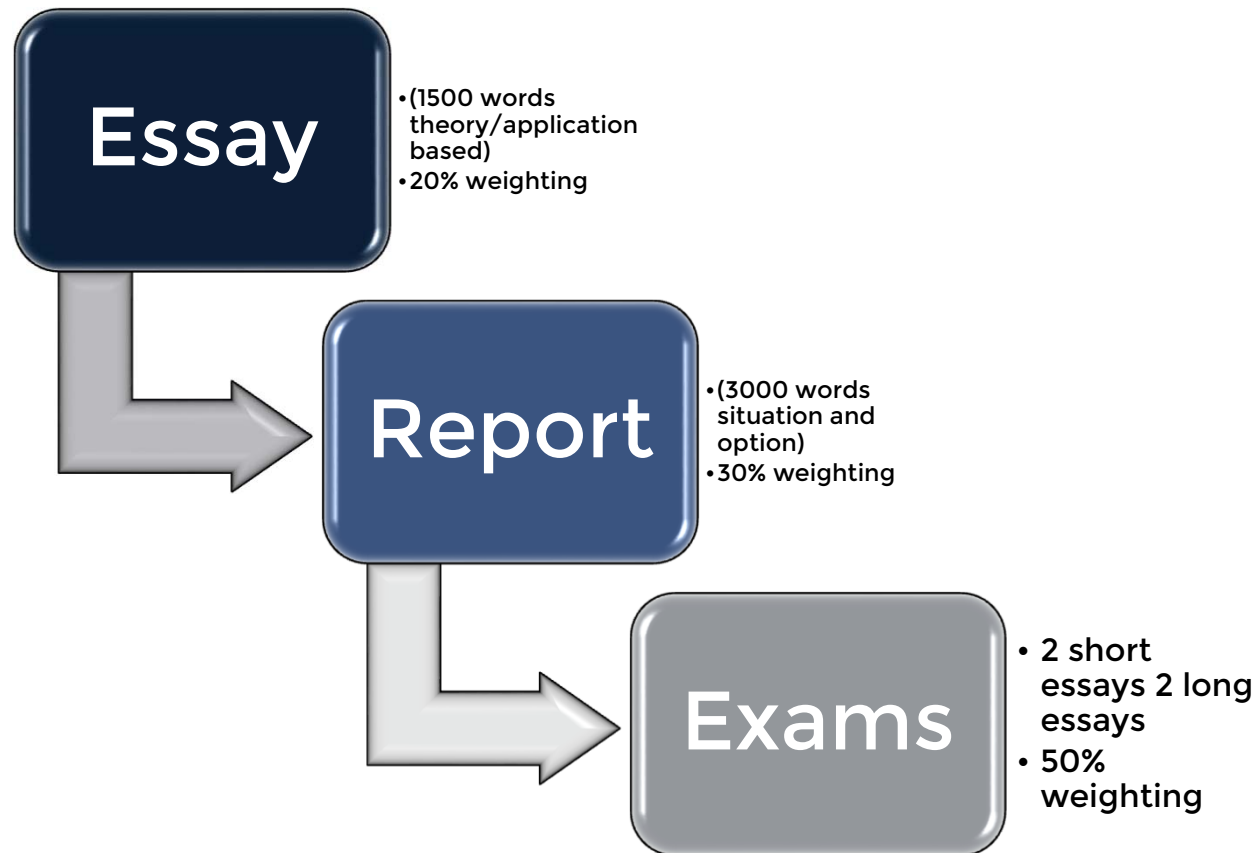
- Final exam had a reflective question about what they had learned from the cross-cultural communication exercise
- Insightful feedback...
  - had to speak English in the group
  - learned how to ask questions
  - took the learning to other subjects

# Case 2:



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# Original assessment design





# Considerations:

## Need:

Review assessments as part of a M Ed subject

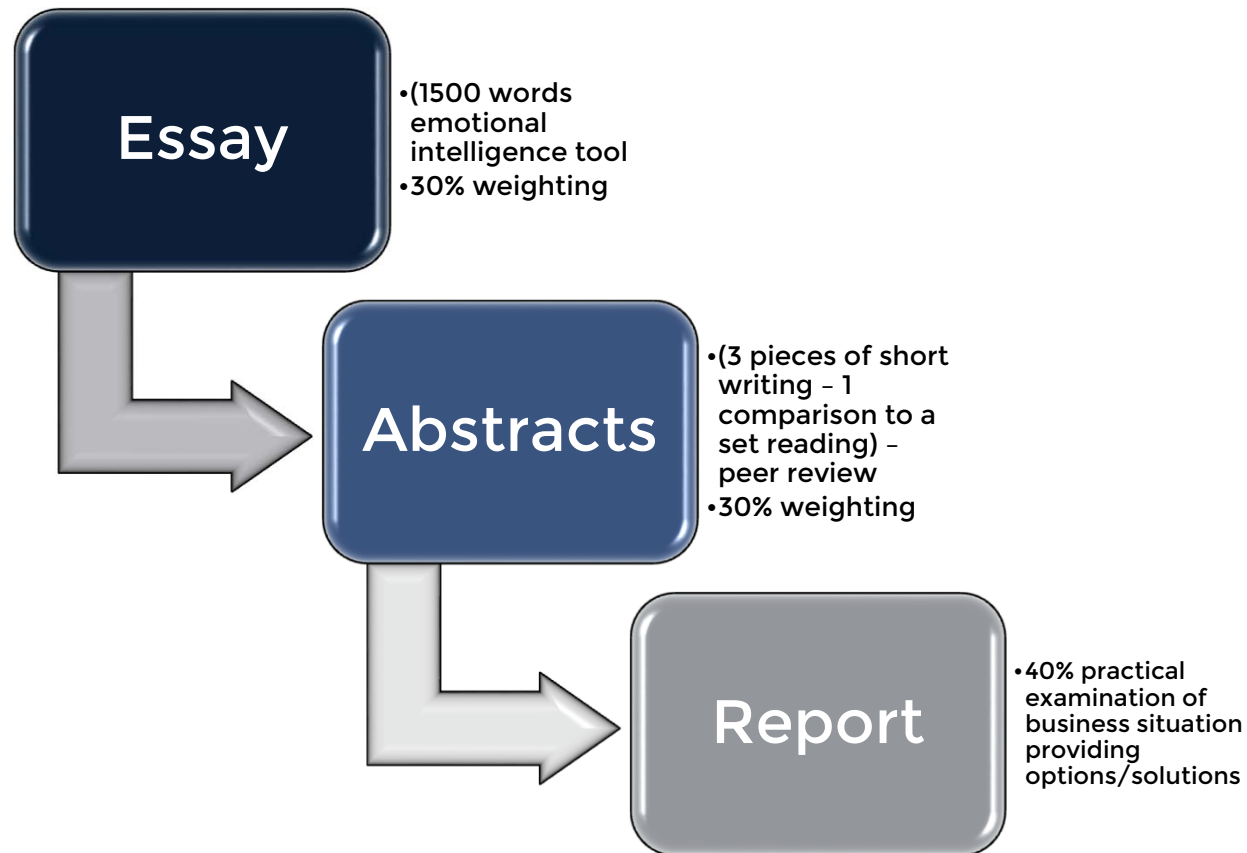
## Opportunity:

Address issues identified over a number of years

## Historical context:

- Compulsory MBA subject
- Inherited assessments
- No strict order in taking the subjects in order (student choice) but usually early in the degree
- Subject part of other faculty degree programs
- Big mix of skills, capabilities and backgrounds

# Revised assessment design



# Outcomes



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# Overall learnings (personal)

- Initially nervous about getting rid of exams (and a textbook)
- Almost liberating!
- Short writing is more difficult than longer pieces
- Facilitated group work achieved more than sending students away to do group work
- Some replaced with short videos
- Will now challenge my assessment design knowing it can be amended, improved, tweaked
- Student outcomes improved

# Open to new ideas

- Twitter feeds
- News items
- Youtube
- If you use exams: ensure questions and instructions are consistent

# Overall learnings



- Use the feedback
- Be open to new ideas/opportunities
- You are not alone - help is available!
- Students can be challenged
- Experiment (within governance guidelines)
- Can be changed
- Can actually make our grading and assessment life easier!

# Questions?



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Bretag, T., Harper, R., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S. & van Haeringen, K. (2017). *Preliminary findings from a survey of students and staff in Australian higher education*, Infographic, Contract Cheating and Assessment Design OLT Project, available online:

[www.cheatingandassessment.edu.au/resources/](http://www.cheatingandassessment.edu.au/resources/)

Rogerson, AM (2014), 'Detecting the work of essay mills and file swapping sites: some clues they leave behind', in *6th International Integrity and Plagiarism Conference* [plagiarismadvice.org](http://plagiarismadvice.org), Newcastle-on-Tyne, pp. 1-9. Available from: <<http://plagiarismadvice.org/research-papers/item/detecting-the-work-of-essay-mills-and-file-swapping-sites-some-clues-they-leave-behind-ann>> Accessed: 20 June 2014.

Rogerson, A.M. (2015), 'Designing assessments to develop academic skills while promoting good academic practice and limiting students' use of purchased or repurposed materials', *Assessment in Higher Education Conference*, Birmingham, 16-18 June, 2015.

Rogerson, A.M.(2016) "Being AWARE about academic integrity: A framework to promote discussion, identification and recall" *Plenary session at Higher Education Compliance and Quality Forum*, Melbourne, 10-11 November, 2016

Rogerson, A.M. (2017) "What students are doing and how do I look for it?" *Faculty of Social Sciences Academic Integrity Forum presentation*, University of Wollongong, 03 May 2017.

Rogerson, AM & Bassanta, G (2016), 'Peer-to-peer file sharing and academic integrity in the Internet Age', in *Handbook of Academic Integrity*, ed. T Bretag, Springer.

## Other:

Academic Integrity Moodle – UOW (PROJ\_717m13)

Ethics : University of Wollongong HE14/082

Microsoft Clip Art <http://office.microsoft.com/en-gb/clipart/default.aspx?ver=12&app=powerpnt.exe> or other image sites as identified

