Subject: Looking for resources to improve your remote delivery courses?

Date: Friday, June 12, 2020 at 10:56:45 AM Central Daylight Time

From: Brian Hinote

To: Faculty

Attachments: image001.png, image002.png

Good Morning, Colleagues –

Below please find the next installment of MTSU Online's weekly resources, tools, and tips for distance education. Remember that MTSU Online continues to support the great work unfolding in your programs and departments, so be sure to let us know if you have specific needs, questions, etc.

As a quick FYI – the final two remote instruction checklist deadlines for Summer are today, 6/12 (for S5B), and Friday, 7/3 (for S3D). And I'm linking a quick *Chronicle* reflection from May that might be of particular interest to faculty teaching classes over the summer, but also those of you preparing courses for Fall 2020: 5 Takeaways from My Covid-19 Remote Teaching

This week's e-mail is designed around a topic of particular importance in our work, especially in distance education – Academic Integrity.

With the sudden pivot to emergency remote instruction, academic integrity is an important issue deserving further attention and careful consideration. Here are a few tips designed to avert issues in this area before they arise. The Academic Integrity Policy should appear in every MTSU syllabus, but before your first assessment, it might be helpful to include a news announcement briefly explaining what constitutes academic dishonesty, along with a reminder of your expectations of students with regard to student collaboration, making use of campus or web resources, using others' words or ideas, and so on. After all, you probably do this same thing in face-to-face environments, so why not do so in remote courses as well? Our outstanding colleague, Michael Baily, Director of Academic Integrity, is available if you have questions about this important topic.

Tips for Success:

1. Consider the types of assessments that you use. Assessments that encourage personal reflection/experience and/or the creation of new information are less likely to encourage academic misconduct. Written Responses, Videos, Podcasts, and Infographics are often useful alternatives to quizzes or similar assessments designed to measure student recall and/or learning. These activities still measure recall/learning but do so through higher order thinking skills of application, analysis, and creation.

2. Enable TurnItIn plagiarism checks as part of your dropbox assignments.

3. Consider adding a statement as part of each quiz or exam that reminds students of your behavioral expectations and the elements of academic integrity. A couple of quick examples:

   a. I acknowledge that I am the student taking this online exam and that all work on this exam is my own. In addition, I will not use any additional resources while taking this exam, including but not limited to: textbooks, class notes, lab reports, class assignments, other students or non-students, or any online resource. Any use of additional resources could be considered a violation of the [MTSU Academic Integrity policy.](#)

   b. I acknowledge that I am the student taking this online exam and that all work on this exam is my own. In addition, I understand that my professor has allowed the following additional resources while taking this exam: textbooks, my class notes, my lab reports, and my class assignments. Any use of additional resources while taking this exam, including but not limited to other students, former students, class notes, lab reports or class assignments that are not my own, and/or any online resource, could be considered a violation of the [MTSU Academic Integrity policy](#).

4. If using multiple choice, matching, true/false, or similar questions in quizzes and exams, be sure to turn on the shuffle feature at both the response and question levels in D2L.

5. Consider a question pool so that each student gets different questions. Check out the FITC video by Jimmy Williams on Quizzes: https://youtu.be/XCritPV5JGo

6. Carefully consider appropriate time limits, and consider how much time students would have in a similar face-to-face course.

7. Consider inactivating right clicks, which prevents copy/paste or smart lookup.

There are many ways to approach and address this topic, the most important and effective of which involve remaining clear, concise, and honest with your students about your expectations. Unfortunately, we can't always assume that students know our specific requirements/expectations or what constitutes academic misconduct/dishonesty, so we have to deliver our messaging loud and clear whenever we get the chance.

If you have questions or need assistance in your courses, please reach out to us. See below for a list of upcoming instructional design drop-in sessions with Kim and Tara.

Finally, please feel free to contact me or Cindy Adams (Cindy.Adams@mtsu.edu) anytime, and be on the lookout for future messages including other useful information. Have a great weekend!

BH

Upcoming MTSU Online Instructional Designer Zoom Drop-ins:

Instructional Design Faculty Drop-Ins with Kim Godwin

      Monday, June 15, 2:00 PM
      Wednesday, June 17, 9:00 AM
      Monday, June 29, 2:00 PM
      Wednesday, July 1, 9:00 AM

Join Zoom Meeting: https://mtsu.zoom.us/j/8680531679

Instructional Design Faculty Drop-Ins with Tara Perrin

      Thursday, Jun 11, 2:00 PM
      Tuesday, Jun 23, 9:00 AM
      Thursday, Jun 25, 2:00 PM

Join Zoom Meeting: https://mtsu.zoom.us/j/2115420004

Brian P. Hinote, PhD
Professor & Associate Vice Provost for Data Analytics & Student Success
Interim Chief Online Learning Officer
Box 500, Peck Hall 142
Middle Tennessee State University
(615) 898-2488