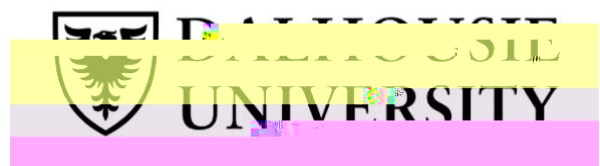

ACADEMIC INTEGRITY TOOLKIT FOR COURSE INSTRUCTORS



<i>Be clear about purpose of each assessment</i>	2
<i>Include an academic integrity module at the beginning of your class</i>	2
<i>Carefully consider the grade breakdown in your course</i>	3
<i>Provide timely feedback</i>	3
<i>Set the tone in the syllabus</i>	4
<i>Consider offering students choice</i>	4
<i>Considerations for designing assessments</i>	5
<i>Tools for 'traditional' test design</i>	6
<i>Open-book or take-home exams</i>	9
<i>Alternative assessment options</i>	10

Reminder: These ideas are not in anCBy3emide3 reW*~~EW~~/ArtifTmaa/F4 12 0f0000.00e E~~2~~ 0 61d6(f)-6()td

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- *E.g., "This assessment is worth 3% of your final grade. Therefore, receiving a D on this assessment will not have a major impact on your final grade as a whole – 50% on a 3% assessment would only bring your grade down by 1.5% (leaving 98.5% remaining)."*

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Reminder: These ideas are not in any way intended to be prescriptive - these are simply suggestions from our peers for ideas that have shown promise or worked for them. We acknowledge that there is no quick fix, and that upholding academic integrity takes effort.

Note I: When considering changes to course assessments, it can be helpful to consult with the Student Access Centre to explore potential issues that may arise with certain formats. Advisors at the Centre are open to working with course instructors to find solutions that work for all students (access@dal.ca).

Note II: When considering concerns around academic integrity, it may be helpful to consult with an educational developer through the Centre for Learning and Teaching (CLT) for ideas about alternative assessment options in the design or redesign of your course.
<https://www.dal.ca/dept/online-teaching/contact-us.html>

Note III: In designing or redesigning your courses, the Dalhousie Libraries, in particular, your liaison librarian, can offer suggestions that can help Tmes in thusie Lhelp Tmes

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- *Reading*

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- *Reading*

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- *Grading tip*

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- *Reading*

- *Reading*

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- <https://taylorinstitute.ucalgary.ca/teaching-continuity/student->

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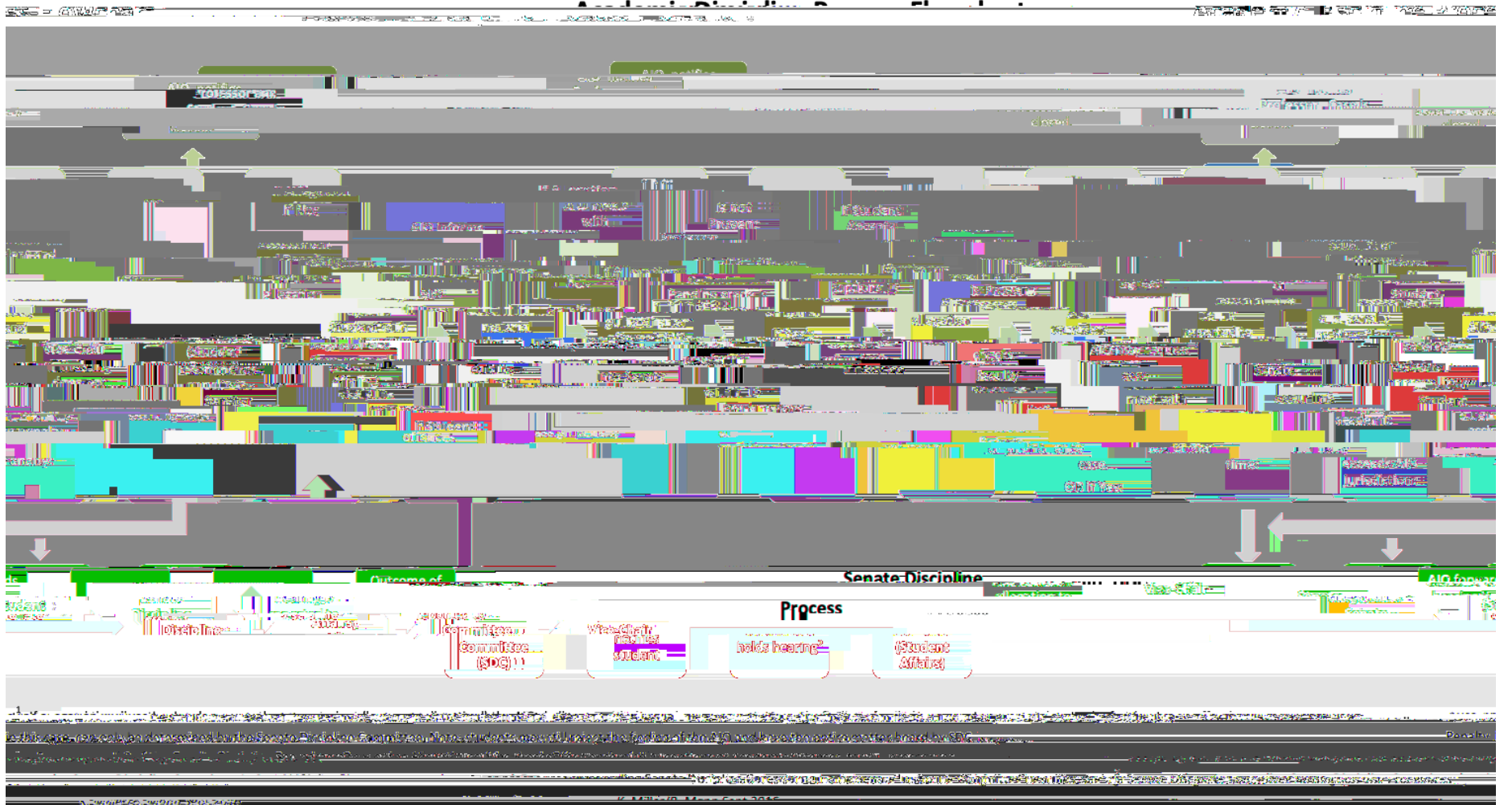
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	Poor (0)	Satisfactory (1)	Good (2)	Excellent (3)
Content	Lots of unnecessary information and tangents. No clear take-home message or focus.	Mix of relevant and unnecessary information. General theme but no clear take-home message.	Most information presented was relevant. Very few tangents off central topic Clear take-home message (why is this important) presented.	Only the most relevant information was included. No unnecessary tangents and each point served a clear purpose. Clear take-home message (why is this important) presented.
Clarity/ Organization	Lots of unnecessary and/or undefined jargon. Insufficient background/context provided for audience understanding of topic. Speed made it very difficult to retain information.	Some jargon used without defining (or used unnecessarily) throughout. More background/context required for full understanding of topic. Speed negatively impacted clarity.	Most jargon was avoided or defined. Decent background provided for understanding. Speed was appropriate (not too fast/slow).	Jargon was avoided entirely or well-defined when used. Sufficient context/background was provided for understanding. Speed was appropriate (not too fast/slow).
Engagement	Relied entirely on notes or read from slides (no eye-contact with audience). Poor or no use of visuals. Monotone/no enthusiasm.	Few visuals used, heavy reliance on text on slides. Heavy reliance on notes, low eye-contact. Little-to-no intonation and enthusiasm.	Content was presented in a manner that was somewhat interesting to most attendees. Low reliance on text on slides. Good eye-contact with minimal note-reading.	Content was presented in a manner that was thought-provoking and interesting to entire audience (e.g., use of high-impact visuals, interesting storyline). Intonation and enthusiasm where appropriate. Consistent eye-contact with audience with very little reliance on notes.
Timing	> ± 1 mins (<5:00. >7:00)	± 1 mins (5:00-7:00)	± 45 sec (5:15-6:45)	± 15 sec (5:45-6:15)