L&T:21

University of Sydney Business School Learning & Teaching Forum 2021

Nov 17 — Nov 18, 2021

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Master of Ceremonies – Welcome to Day 2

**Associate Professor
Elaine Huber**
Academic Director,
Business Co-Design,
The University of Sydney Business
School

L&T Forum Website

- Check out the Program – https://ltf-business.sydney.edu.au/

- Read Speakers Bio and Session Abstracts

- Share your ideas on Jamboard

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Keynote Address

Navigating the spectrums of online assessment and academic integrity

—

Dr Amanda White
National Teaching Award winner and
Associate Head (L&T) of UTS Business School

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Navigating the spectrums of online assessment and academic integrity

Dr Amanda White
UTS Business School

University of Sydney Business School
Learning & Teaching Forum 2021

Acknowledgment of Country

I would like to acknowledge the Gadigal people of the Eora Nation upon whose ancestral lands our City campus now stands. I would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this land.
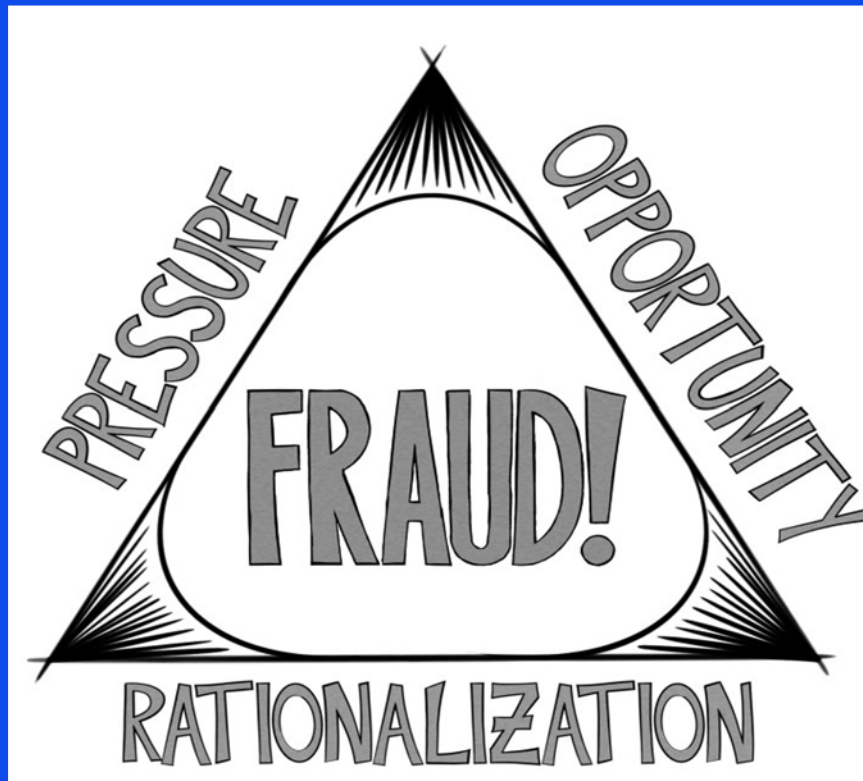
My cross roads moment

The relationship between online assessment and academic integrity is not as simple as this

UTS CRICOS 00099F

It feels more like this

The fraud triangle (Cressey 1971)

The factors that come into play

1. Paving the cow paths – replacing in-person exams with online exams vs re-imagining authentic assessment

2. The debate around the need for secure assessment – "just trust students" vs professional scepticism

3. The debate around privacy related to some forms of assessment (eg online Zoom class participation webcam mandates, online invigilation)

4. Job losses in higher education – is there more work and less bodies? Less resourcing?

5. Budgets for marking assessments – more authentic assessments sometimes require more marking time

The factors that come into play (part 2)

6. Workload modelling as learning content moves online – F2F hours is no longer a viable model – but what other options?

7. Processes for investigating breaches of academic integrity – time needed to identify, investigate and document cases.

8. Workload allocation (or lack thereof) to write new test banks each term, new assessments

The lies we tell ourselves

- Someone else will report this student
- Cheating only cheats themselves – they can't do that at work

How do we navigate online assessment and academic integrity?

- Faculty-focused:
    - Consider the real cost of teaching and secure assessment – time tracking or diary studies?
    - Realistic performance benchmarks – research, teaching and service within a 40 hour week
    - Celebrate staff who demonstrate commitment to academic integrity
    - Supporting staff to report cases – marking relief, admin support
    - Building practical resources
        - Templates for academic integrity advice (writing tasks, online quizzes, video recorded tasks, exams, computer coding etc)
    - Sharing positive stories amongst our peers

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How do we navigate online assessment and academic integrity?

- Student focused:
  - Consider how we build relationships and trust with students
  - Engaging the student voice – academic board reps, faculty board reps, clubs and societies, integrity ambassadors
  - More constructive alignment of education about academic integrity where potential misconduct may occur – subject specific, discipline specific, assessment type specific
  - Commitment to academic integrity processes that support resolution of misconduct cases in a way that attempts to minimise harm to student well being (Cath Ellis and Kane Murdock from UNSW – do no harm approach)

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What can I do as an individual?

- Find a network of like minded individuals

  - Australian Academic Integrity Network run out of Deakin University (contact Bernie Marshall to get on the mailing list)

  - Consider Twitter – [Sarah Eaton](#) (Canada),[Tricia Bertram Gallant](#)(USA), [Thomas Lancaster](#) (UK), [Phillip Dawson,](#) [Cath Ellis](#), [Guy Curtis](#), [Ann Rogerson](#)

- Be sure to talk about the workload of raising cases with your Head

- Have a chat with your learning designers about assessment design

- Talk with your students about academic integrity – not just the penalties – but why it is important and how they can get support

Shameless plug – ABDC funded study into online assessments and invigilation

Project Team: Elaine Huber, Lynne Harris, Sue Wright, Amanda White, Andrew Cram, Sandris Zievots, Corina Radesuscu, Andrew Brodzeli

This survey aims to gain an in-depth understanding of the online assessments used in business and business-related programs (e.g. information systems) at Australian Higher Education institutions, and the reasons for their adoption.

This survey is part of a research study supported by the Australian Business Deans Council (ABDC). The overall findings will be published on a public online portal. The portal will present an evaluation framework of online assessments used in tertiary business education in Australia and best practice exemplars.

https://bit.ly/3H408Iy

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What is on my academic integrity wish list?

- Similarity checking for Timed LMS exams

- More consistent investigation of suspected cases across subjects and faculties

- Commitment to constant discussion and institutional funding for academic integrity – the same insistence of the Respect Now Always campaign

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Keynote Address Q& A

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Introduces Sessions

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Concurrent Sessions

10:25 – 11:10	**Showcase** - Session 3 and Lightning Talks 1		
	Stream 1: Alternative delivery methods Chair: Amer Khan *Showcase 1* – **Integrating a Chatbot with Canvas LMS-Managing Student Comms with AI and Machine Learning** - *Tony Cannell & Alicia Hadiwidjaja* *Showcase 2* – **Don't Let a Good Crisis Go to Waste** - *Peter Bryant, Danielle Eden & Craig Gilliver* *Showcase 3* – **Bridging the design gap: A digital learning design perspective** - *Stacey Petersen, Sunprit Singh, Benedicte Rokvic & Andrew Brock*	**Stream 2: Sharing practice** Chair: Sabina Cerimagic *Showcase 1* - **Practitioner Review and Personalised Feedback** - *Louise Luff* *Showcase 2* - **How to track 'everything' when you are coordinating a large unit?** - *Anish Purkayastha* *Showcase 3* - **Peer feedback provision at scale using Feedback Fruits** - *Carlos Prieto Alvarez*	**Lightning Talks 1** Chair: Oliver Hannon *LT 1* - **A Systems Approach to Complex Problem Solving** - *Rosalind Deaker & Corina Raduescu* *LT 2* - **#Pandemic Pedagogy** - *Vince Mitchell* *LT 3* – **Implementation and Evaluation of Canvas Template at the Sydney Business School** - *Dewa Wardak, Andrew Cram, Sandris Zeivots & Courtney Shalavin* *LT 4* - **Supporting offshore students – A pilot study** - *Boris Choy , Nuo (Carol) Xu & Xiaoyong (Shaun) Luo*
11:10 – 11:15	**Break** - 5 minutes		

11:15 – 12:00	**Showcase** - Session 4 and Lightning Talks 2		
	Stream 1 - Mixed themes - Sustainable teaching practices and Sharing practice Chair: Paul Finn *Showcase 1* - **Complexity in use: a co-design approach for understanding complexity** - *Corina Raduescu & Sarira El-Den* *Showcase 2* - **Object Based Learning to encourage creativity and critical thinking in a postgraduate unit** - *Abdul Razeed, Elly Meredith & Sandra Dwyer* *Showcase 3* - **The value of pre-work and how to 'get them to do it' in the new normal** - *Robyn Martin*	**Stream 2 - Students as partners** Chair: Maria Ishkova *Showcase 1* - **Using lecture attendance data to engage online students** - *Caleb Owens* *Showcase 2* - **Learning community and lockdowns: "Feeling apart" vs "Feeling a part of"** - *Maria Ishkova & Business School Students (Students as partners to lead the discussion what comes through our minds when we look at "I felt part of a learning community")*	**Lightning Talks 2** Chair: Wes Hamilton-Jessop *LT 1* - **Syncronous-Asyncronous Hybrid Delivery in Large Classes** - *Evelyn Lai & Michael Shin* *LT 2* - **Digital Innovation by 2030 – wishful thinking?** - *Carmen Vallis and Stacey Petersen* *LT 3* - **Engaging Postgraduate students in team learning activities in Hyflex classes** - *Geoffrey Clifton* *LT 4* - **Enabling interactive participation in project work for larger cohorts** - *Gaia Grant*
12:00 – 12:05	**Break** - 5 minutes		
12:05 – 12:20	**Wrap-up & Close** Associate Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School		

Next sessions

See the L &T Forum website for zoom registration links to the next concurrent sessions:

- 1:25 – 2.10pm

Showcase – session 3- Stream 1:
Zoom meeting ID - 880 4224 9223

Showcase – session 3- Stream 2:
Zoom meeting ID - 864 5124 0666

Lightning Talk 1
Zoom meeting ID - 895 7180 3285

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Thank you!

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