

L&T:22

Showcase – Session 1A

Wednesday 28 September



Showcase – Session 1A

Oliver Hannon

Doctoral candidate & Casual Academic,
The University of Sydney Business School



Showcase 1

**An Integrated Approach to Complexity and
Leadership Through Self-reflection and Action**

— Corina Radulescu and Andrew Cram



An Integrated Approach to Complexity and Leadership through Self-reflection and Action

Corina Radulescu | Business Information Systems

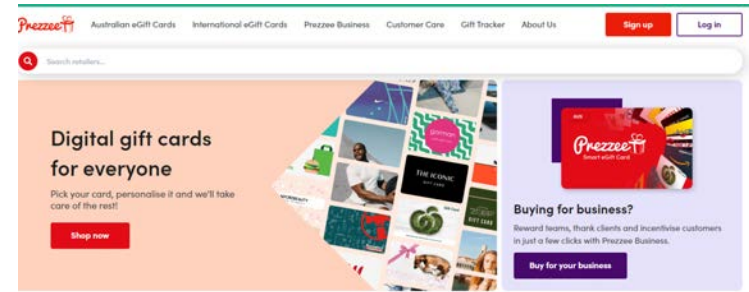
Andrew Cram | Business Co-Design



Educational Context

- Master of Commerce Digital Business Capstone
- Prezee - Australian high-tech unicorn partner (www.prezzee.com.au)
- **Global Experience: Exploring Global Blitzscaling project**
 - Expand the business to other countries / markets
 - Unpack the socio-technical ecosystem of the digital business (e.g., localisation, systems architecture, data governance, cultural, legal aspects)
 - Projection of growth and scalability in long term

A real project with strategic focus that requires addressing *different layers of complexity*



Capstone Aim & Design

Scaffolded learning and professional development

- Complex problem solving
 - Systems Thinking concepts and mapping tools
 - Concept Map – a living document and a guiding framework (integration of knowledge)
 - BIS staff acting as subject matter experts
 - Community of practice
- Industry engagement
- Teamwork
- Leadership

**Co-design approach for
addressing complexity**



Two Parallel Streams



**Highly
complementary**

**Project with Industry
Partner**

- Teamwork
- Complex problem
- Systems thinking
- Capstone Community of Practice



**Individual Leadership
Development**

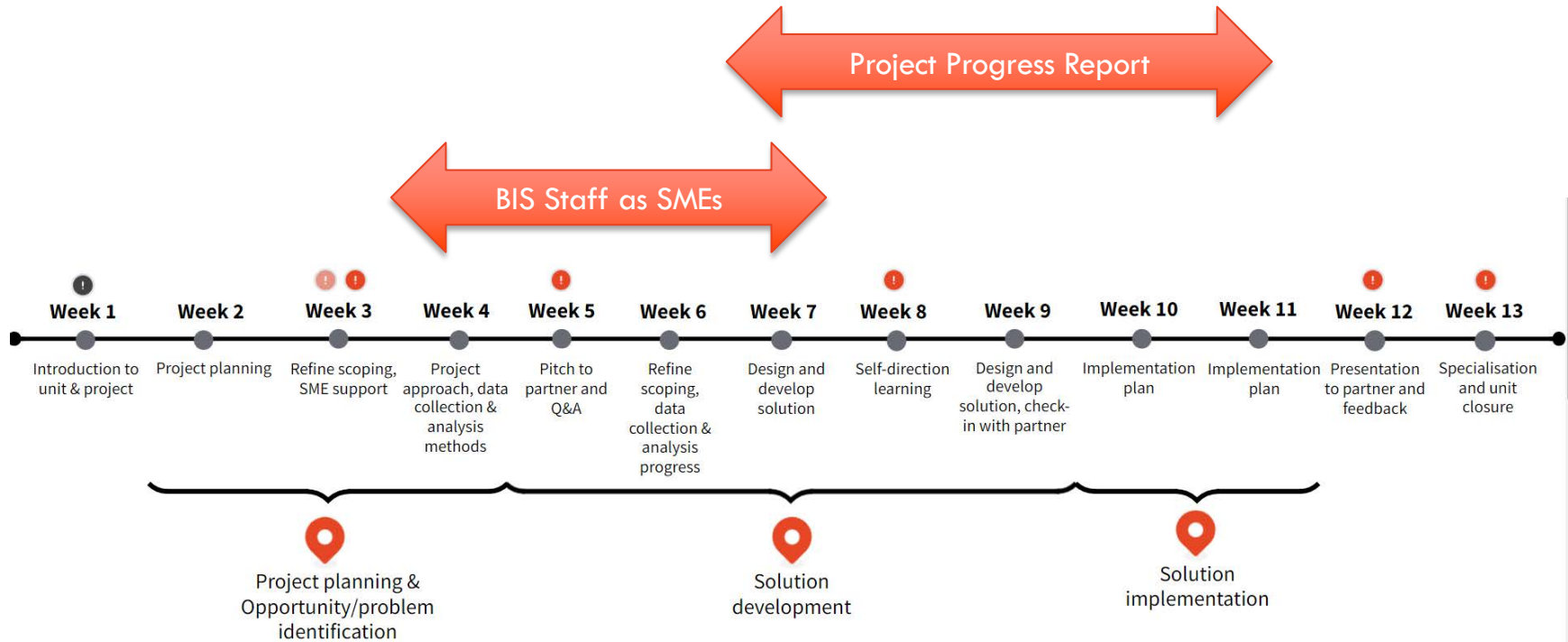
- Leadership skill development
- Leadership in action (project area)
- Scaffolded reflection in three stages



**The University
of Sydney is
ranked **1st in
Australia** and
4th in the world
for graduate
employability.**

Students' focus on leadership helped them effectively approach the group project, and vice versa the group project gave opportunities to practice and gain confidence in the nominated leadership areas.

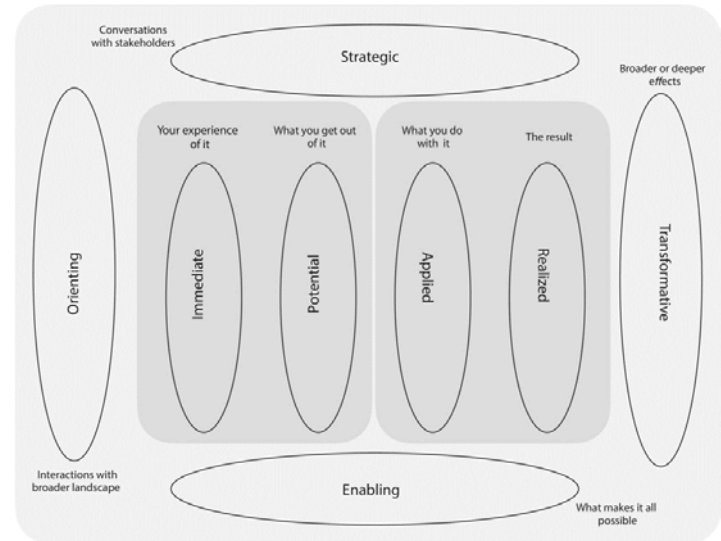
Project Map



Leadership and Professional Development

- Leadership self–assessment ➡ Weaker leadership skill to focus on
- Project area leader role ➡ Leadership in action
- Scaffolded development in three stages:
 - Personal Goals
 - Mid-sem Reflection
 - Final Reflection

**Support students
to future-proof
their careers!**



Value Creation Framework (Wenger et al. 2011)

Value created through **social learning** within **communities of practice (CoP)**.

Leadership and Professional Development Reflection

1. Personal Goals (5%)

Briefly but concisely address the following questions:

1. Present your current **professional identity statement** as determined following the Individual Homework exercise.
2. Discuss the **leadership skill** you will focus on and why have you chosen this skill? Why is this skill important to you, your team, and your career?
3. Select **one project area** you will lead (you only refer to one project area, even if you lead more than one area) and discuss why have you chosen this area.
4. What do you aim to **achieve (goals)** by focusing on this leadership skill within your chosen project area?
5. Explain how you **plan to develop the leadership skill** throughout your interactions within the capstone CoP and as the leader of the chosen project area/s. Provide examples of your planned engagement in social learning (e.g., utilising relevant literature on the chosen skill, research, sharing/ exchanging information with peers within the CoP, research, learning from others).

2. Mid-sem Reflection (10%)

With regards to your chosen leadership skill goals, address the following questions:

1. Describe the specific knowledge and/ or sub-skill(s) related to your chosen leadership skill that you have developed during your work as leader in the project area/s.
 - In answering this question, you must provide your context: state the overall leadership skill and project area/s you lead to have the context, and make sure you link back to your development process from Personal Goals.
 - Example of *leadership skill* chosen for development: *mentoring*
 - Examples of *knowledge or sub-skills* you might develop for mentoring: type of mentoring, phases of mentoring, knowledge from literature on mentorship - Ivey GW, Dupré KE. Workplace Mentorship: A Critical Review. *Journal of Career Development*. 2022;49(3):714-729. doi:[10.1177/0894845320957737](https://doi.org/10.1177/0894845320957737)
2. How did you develop the knowledge or sub-skill(s)? (Immediate value)
 - a. E.g., through your own research, interactions/ discussions with your peers, academics, or the partner within the capstone community of practice.
 - b. Provide evidence of these interactions, when appropriate such as screenshots, messages, quotes in Appendix.
3. Discuss how the specific knowledge/ sub-skill(s) has/~~ve~~ been applied elsewhere and what difference did it/ they make in that situation (Applied value in past).
 - a. Provide examples from published literature.
4. What specific value (difference) do you think it/ they would bring to your own professional practice, the teamwork, and the project outcomes in the area/s you lead, and why? (New Potential value)
 - a. In answering this question, try to provide specific examples associated with your teamwork and project area.

Leadership and Professional Development Reflection

3. Final Reflection (15%)

With regards to your chosen leadership skills goals, project area and the development process you have undertaken, address the following questions.

Before answering the questions state your overall leadership skill, the project area/s you lead and your personal goals to have the context. As you answer, reflect and link back to your goals and development process from the first two reflections.

Support your arguments with specific examples and literature when appropriate.

1. With regards to the specific knowledge and/ or sub-skills(s) (part of the chosen leadership skill) you have developed in this project **discuss/ explain** the following:
 - a. How did the knowledge/ sub-skills you have developed help you understand the cultural norms and values of others in your team? Support your answers with example/s.
 - b. How did the knowledge/ sub-skills you have developed impact your ability to collaborate and communicate with those from different cultures in your team? Support your answers with example/s.
2. As a result of your leadership/ professional development, **discuss**:
 - a. How did it help you integrate and synthesise the different ways of thinking of your team members during the project work? In which ways (better or worse) the application of the new knowledge and/ or skills did change the teamwork and project outcomes (explain what exactly do you think it made the impact and support your argument with example/s)?
 - b. Discuss how did you interact, manage, and adjust your own attitudes and behaviour and those of others in your team to achieve the common goals (e.g., you can refer to negotiation, compromise, conflict resolution and support our answers with example/s)?
3. **Discuss** in which ways your professional identity (PI)/ leadership development during this project experience can make further difference to your overall PI (including leadership), future teamwork and outcomes, influencing other stakeholders, when engaging in future challenges and projects?
 - a. Did you feel you have achieved the personal goals from the beginning? Explain why, or why not?
 - b. Based on your answer to part a) above, consider the future growth and development processes, such as, reframing your strategies, goals, and values – what would you change, do differently, and why?
 - c. As a leader, what would you like to influence/ achieve the most in the future, and why? How would you make that happen?
4. To wrap up this reflection, look back at your PI statement from Personal Goals. Incorporate all the learnings from this unit and **provide a refined PI statement** – this can be used in your LinkedIn profile, CV, and every time when you want to market yourself.

Four graduate qualities

- GQ 6: Cultural competence
- GQ 7: Interdisciplinary effectiveness
- GQ 8: Integrated professional, ethical, and personal identity
- GQ 9: Influence

Questions mapped to GQs elements

Q1a	Application of leadership knowledge/ sub-skills to understand cultural norms and values based (realised value from value creation framework)	GQ 6
Q2a	Application of leadership knowledge/ sub-skills to integrate different perspectives and the impact on both teamwork and project outcomes (solution to a complex problem) (realised value)	GQ 7

Student Reflections

*"Ultimately my overall attempt to tackle **self-confidence** is considered a tremendous achievement. **I was more confident in delivering the final pitch** over the professional panelists as well as handling the questions perfectly. **I couldn't believe how much improvement I have made with the help of peers**, and I didn't think I could attain the same experience from other capstone units."*



*"In comparison to being an active talker in the past, the critical part of what made the difference lies heavily with analysing and complimenting each other when we brainstorm ideas. As a team we improved by maintaining a positive attitude when we faced a problem. In fact, being an **active listener** has helped me in **bringing everyone together in figuring out the solution to the challenges we face.**"*



*"I feel I met most of my goals and I'm now more **confident** presenting to executives and answering questions about a project that I'm presenting, **because I was knowledgeable about the subject and had more visibility**. This gave me the **opportunity to directly explain my ideas to Prezzee's executives**, and a chance to **influence decisions at an executive level**. I found the presentation to Prezzee better than expected, because I was well prepared and found the audience receptive."*



*"**Trust courage** changed my attitudes towards my groupmates. In the past, I have often wondered whether others were competent enough to complete their tasks. But in this project, **I made up my mind to trust others and to fully follow their lead or assign tasks to others**. It turned out that was very good. I also compromised and helped others to improve the overall work and report."*



Student Outcomes – USS Scores & Comments

Question	Score (Out of 5)	Agree + Strongly Agree
I developed my capacity to exercise leadership and influence when required	4.9	100%
I developed my capacity to respond constructively to challenge	4.9	100%
I have developed my ability to respond creatively to novel problems	4.7	100%
I developed relevant critical and analytical thinking skills	5.0	100%
The work has been intellectually rewarding	4.75	100%
The assessment tasks challenged me to learn	4.9	100%

* 50% response rate

- *“This unit seemed fundamental to me because it created synergies between many backgrounds of the students. I love Corina’s methodology.”*
- *“We got experiences from the real-life business - really valuable to my future career.”*
- *“Intensive project during the semester, bringing exciting insights and an excellent experience for me.”*
- *“This unit was a very important challenge for me because it helped me to push myself beyond the limits.”*



Thank you!

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Andrew Cram

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Special acknowledgements:

- Stacey Peterson
- Jane Strachan
- Na Liu

Showcase 2

Detecting and Reducing Academic Misconduct in Programming Assessments

— Stephen Tierney and Priyanka Cheema





Detecting and Reducing Academic Misconduct in Programming Assessments

Stephen Tierney
Priyanka Cheema



Stephen Tierney

Coordinator

Lecturer

Business Analytics, USBS



Priyanka Cheema

Head Tutor

Teaching Fellow and PhD Candidate

School of Physics, Faculty of Science

Context



QBUS5011 Introduction to Programming

- Master of Commerce
- Elective
- No experience required
- Content
 - Foundational programming concepts
 - Programming to solve common business/analysis problems

Semester 1, 2021

273

Students

4.04

Overall USS

Semester 1, 2022

378

Students

4.4

Overall USS

QBUS5011 has been surprisingly popular!



Assessments

1. Fortnightly Homework - Programming Exercises
2. Mid-Semester Exam
3. Final Exam

edTHE UNIVERSITY OF SYDNEYQBUS5011 – Ed Lessons

This course has been archivedUnarchive

< Lessons≡ SlidesPrevNextControl★ Challenge🔄 Submissions✓ Solution (hidden)Edit Slide⋮

Homework 1

Quiz✓

Welcome!✓

Currency converter

Cipher✓

Control✓

Cipher (copy)✓

Cipher (copy2)✓

Description

Control

Write a program that asks the user to enter a passphrase until it matches the requirements.

- If the second last letter is the letter "a", the program should say *Oh it's you, come on in!* and terminate.
- Otherwise, it should say *Missed it by that much* and prompt the user again.

Example 1

```
What's the Password?: pear
Oh it's you, come on in!
```

Example 2

```
What's the Password?: hello
Missed it by that much.
What's the Password?: pipsqueak
Oh it's you, come on in!
```

Example 3

```
What's the Password?: apple
Missed it by that much.
What's the Password?: orange
Missed it by that much.
What's the Password?: pythagoras
Oh it's you, come on in!
```

getsmart.py

1 # Your code here

/home/getsmart.py 1:17 Spaces: 4 (Auto)Changes will not be saved. Reload

ConsoleRun

An example of the exercise environment.

ed THE UNIVERSITY OF SYDNEY QBUS5011 - Ed Lessons

This course has been archived Unarchive

< Lessons Slides Prev Next Control ★ Challenge Submissions ✓ Solution (hidden) Edit Slide ...

Previous j Search Next k

Open Workspace

< Submissions Submission 12 Friday, March 18 at 10:18:20 AM GMT+11

✓ Tests

Remark Delete Give Feedback

Not yet

TESTCASES 1 / 2 passed

Example 1 ✓

Example 2 ✗

Your program produced the incorrect output.

DIFF SPLIT DIFF YOUR OUTPUT EXPECTED

```
What's the Password?: hello
+ Missed it by that much.
+ What's the Password?: pipsqueak
Oh it's you, come on in!
```

Show explanation

Feedback

getsmart.py

getsmart.py

```
1
2
3
4
5
```

/home/getsmart.py Spaces: 4 (Auto) Changes will not be saved. Reload

Terminal Run Tests

A student's submission, showing a test case failure.



Homework Misconduct in Semester 1 2021*

273

Students

45

Referred Students

45

Students receiving 0
marks for affected
assignments

*This is only for student-to-student cases.



Chegg

Chegg

Books ▾

Study ▾

Career ▾

Life

Search

QBUS5011 PYTHON Trip Meter A new car manufacturer TEZLA is building their first car. Y...

1 answer

Challenges



Types of Misconduct

- Student to Student (collusion)
- Student to Resource (e.g. Chegg, StackOverflow)
- Student to Provider (contract cheating)



Issues in QBUS5011

1. Students can plausibly arrive at the same solution
2. Obfuscation
3. No support in LMS (i.e. no Turnitin equivalent)



Fuel to the Fire

- Introductory unit
 - Relatively simple exercises
 - Novice programmers
- Enrolment growth - we are a target for contract cheating



Summary

- Want small and recurring exercises to maintain practice over the semester.
- These exercises are subject to misconduct.
- The intersection of students and material make it harder to untangling misconduct from coincidence.

Our Detection Techniques



Detection Mirrors the Type

- Inter
 - Student to Student
 - Student to Provider
- External
 - Student to Resource (e.g. StackOverflow, Chegg)



Type: Student to Student/Provider

- Match at the underlying structure of the program rather than the original code.



MOSS (Measure Of Software Similarity)

- Automatic system for determining the similarity of code.
- Developed at and managed by Stanford.

Moss Results

Mon Sep 26 20:12:06 PDT 2022

Options -l python -d -m 10

[[How to Read the Results](#) | [Tips](#) | [FAQ](#) | [Contact](#) | [Submission Scripts](#) | [Credits](#)]

File 1	File 2	Lines Matched
		61
		61
		61
		61
		61
		61
		61
		61
		61
		61
		61
		61
		46
		45
		37
		36
		37
		46
		46
		46
		36
		37
		36
		46

23-51		9-37	
16-22		2-8	

```
>>> file: guns.py
# import pandas as pd
```

Superfluous

```
# police = pd.read_csv("firearms_2019.csv")
# x = input("Postcode: ")
# while x != "":
#     x = int(x)
#     z = police.dropna()
#     y = z[z.postcode == x]
#     if (y.empty):
#         print("Error: No data for postcode {}".format(x))
#     else:
#         print(y)
#     x = input("Postcode: ")
```

```
import numpy as np
import pandas as pd
df = pd.read_csv('firearms_2019.csv')
df = df.fillna(0).astype(np.int64)
df = df.set_index('postcode')
response_s = pd.Series(df['response'], index = df.index)
owners_s = pd.Series(df['Registered Firearms Owners'], index = df.index)
```

```
firearms_s = pd.Series(df['Registered Firearms'], index = df.index)
stockpile_s = pd.Series(df['Largest stockpile'], index = df.index)
```

```
entering = True
while entering:
    postcode = input('Postcode: ')
```

```
>>> file: guns.py
```

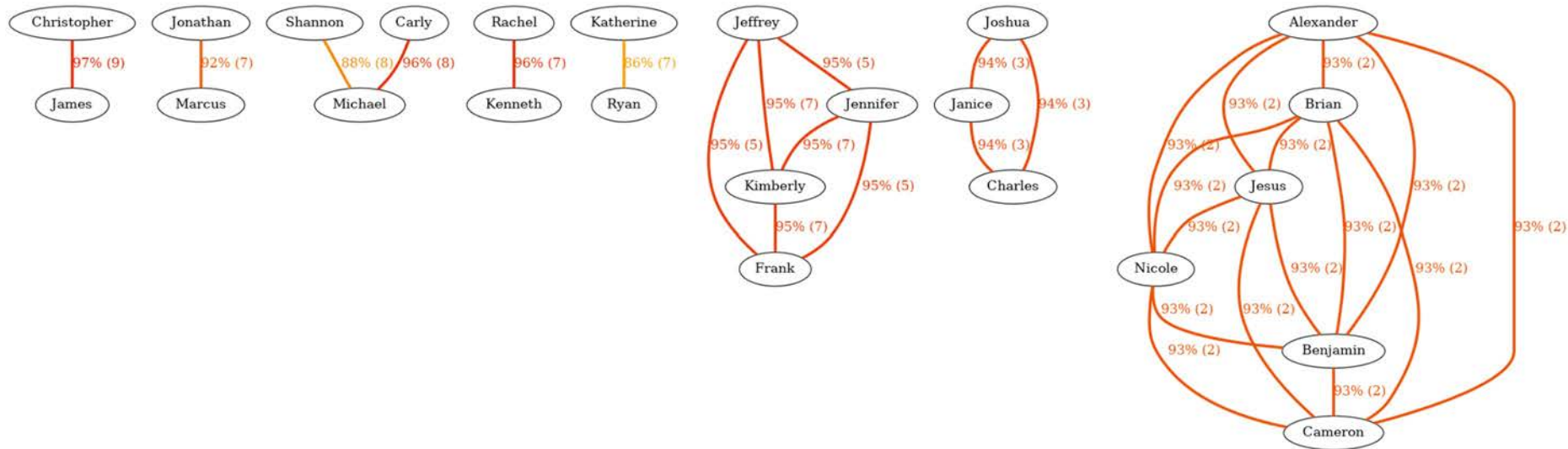
```
import numpy as np
import pandas as pd
df = pd.read_csv('firearms_2019.csv')
df = df.fillna(0).astype(np.int64)
df = df.set_index('postcode')
response1 = pd.Series(df['response'], index = df.index)
owners1 = pd.Series(df['Registered Firearms Owners'], index = df.index)
```

```
firearms1 = pd.Series(df['Registered Firearms'], index = df.index)
stockpile1 = pd.Series(df['Largest stockpile'], index = df.index)
```

```
entering = True
while entering:
    postcode = input('Postcode: ')
```

```
if postcode != '':
    code = int(postcode)
    if code not in list(df.index):
        print('Error: No data for postcode {}'.format(code))
    elif response1[code] == 404:
        print('Error: No data for postcode {}'.format(code))
    else:
        owners2 = str(owners1[code]).center(8)
        firearms2 = str(firearms1[code]).center(10)
        stockpile2 = str(stockpile1[code])
```

```
if len(stockpile2) == 2:
    stockpile2 = (stockpile1[code])
```



Clusters of similarity can be visualised with MOSS results.



MOSS Shortcomings

- Reliability
- Access
- Longevity
- Security and Privacy

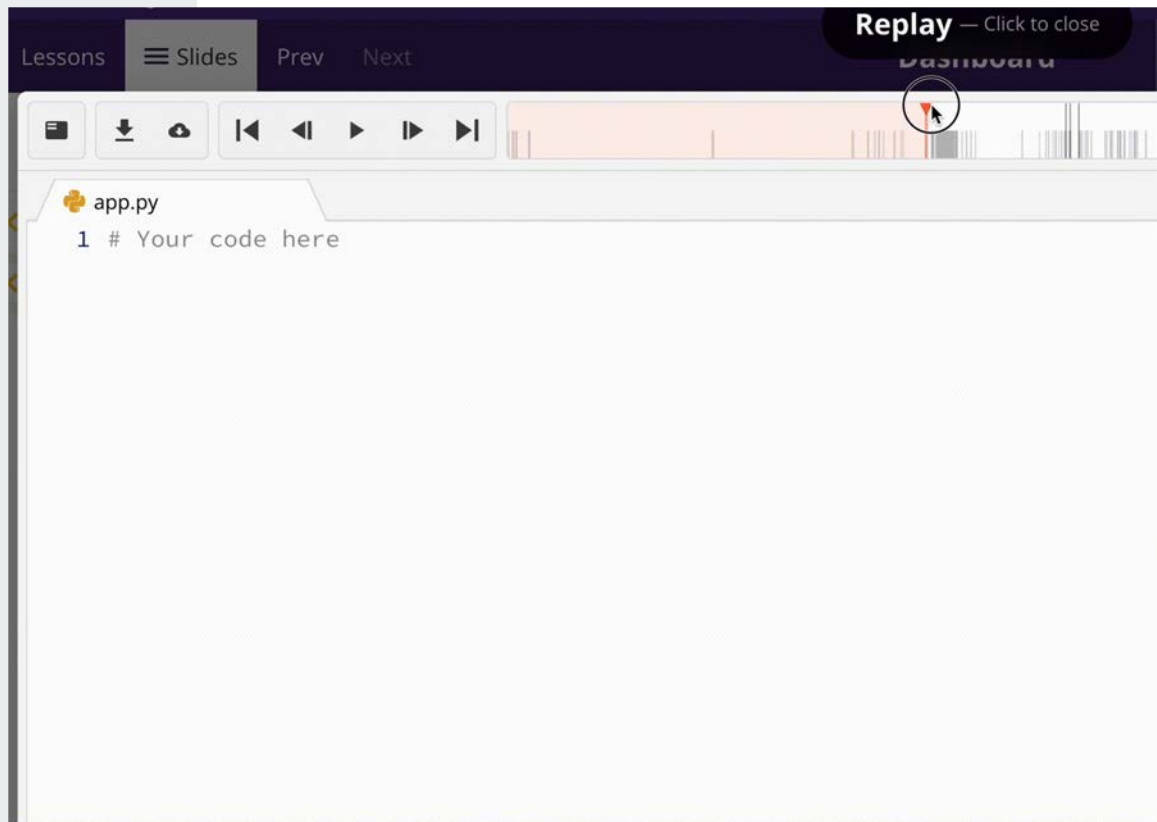


Type: Student to Resource

1. Identify affected exercises via search
2. Match students against provided solutions
 - a. Use tell-tales
 - b. Include solution in submissions to MOSS

Manual Verification

- Replay a workspace
- Submission statistics



Early Insights

“Prevention is better than cure”

- Early identification
- SRES messaging

27 students identified. [See table with more information](#)

Preview messages

Select a student

Preview

Student has been deselected above. This message will **not** be sent to this student.

From QBUS5011 Bot <noreply@sydney.edu.au>

To [\[Redacted\]](#) [Email](#)

Subject Plagiarism Detected - Warning

Message Dear [Redacted],

One or more of your submissions for Homework 2 has closely or exactly matched a third party resource and violates the [University of Sydney Academic Integrity Policy](#).

This email serves as your **first and final warning**. You may change or resubmit Homework 2 with your own work before the due date, April 3rd 23:59, without penalty.

If you do not change your submission or if any future matches are detected you will be immediately referred to the Academic Integrity Office. This may result in delayed results, mark reduction, failure of the unit or expulsion.

Regards,

QBUS5011 Bot



Supporting Students

- Weekly and optional “Additional Practice”
- Mix of:
 - Programming exercises
 - Research exercises
 - Debugging exercises
- >30% of students completed these each week

Where to from here?



Future Plans and Reach

1. Standardise the process.
2. Continuous assessment renewal, with unique and identifiable assignment descriptions.
3. Search for MOSS alternatives.

This work and strategy could be adopted in other units involving programming assessments.



References and Links

- MOSS <https://theory.stanford.edu/~aiken/moss/>
- MOSS Paper
<http://theory.stanford.edu/~aiken/publications/papers/sigmod03.pdf>
- MOSS Visualisations <https://github.com/hjalti/mossum>

Question?



THE UNIVERSITY OF
SYDNEY
—
Business School

^{BIZ}
connect ^{ED}
↗

Showcase 3

**Meeting the Academic Integrity Needs of
Academics and Students Through Cadmus**

—Andrew Allan



L&T:22

Meeting Undergraduate Academic Integrity Needs

Cadmus in Learning Support

Andrew Allan

Coordinator – Undergraduate Learning Support



What's in store...



Ready to start?

- **Undergrad Learning Support**
BUSS1000 Business Communication
- **Our Diagnostic**
as a formative assessment
- **Cadmus**
as an Academic Integrity Intervention

What's in store...



Ready to start?

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BUSS1000 Business Communication
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as an Academic Integrity Intervention

Business Communication is...

embedded context specific, mapped to BUSS1000 assessment schedule

transitional scaffolding processes, exemplifying expectations

Semester 1, 2020
final 'in class' iteration

mandatory attendance
122 students

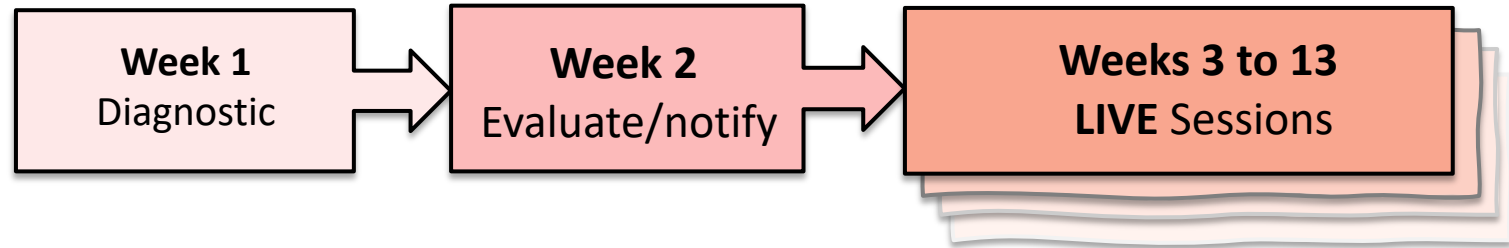
Semester 1, 2021 ~
100% online delivery

2 tier open access
3401 students

In the Program...

all students are:

- allocated a support session in their personal timetable
- required to complete the compulsory diagnostic exercise in Week 1
- able to access asynchronous resources (tier 1) and LIVE 'masterclasses' (tier 2)



What's in store...



Ready to start?

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What's in store...

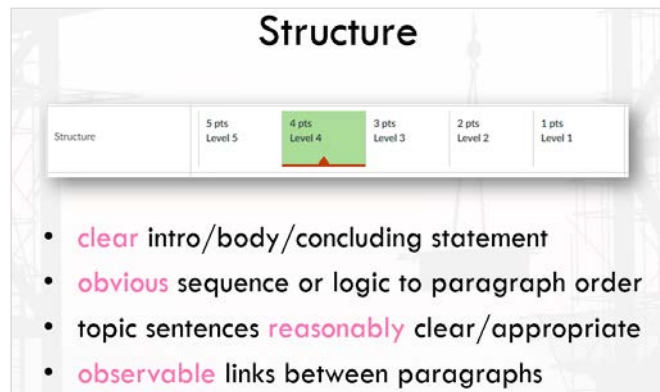


Ready to start?

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BUSS1000 Business Communication
- **Our Diagnostic**
as a formative assessment
- Cadmus
as an Academic Integrity Intervention

Our Undergrad Diagnostic...

replicates short answer exam item, through SpeedGrader and Turnitin



Structure

Structure 5 pts Level 5 4 pts Level 4 3 pts Level 3 2 pts Level 2 1 pts Level 1

- **clear** intro/body/concluding statement
- **obvious** sequence or logic to paragraph order
- topic sentences **reasonably** clear/appropriate
- **observable** links between paragraphs

Thesis Statement	5	4	3	2	1
Structure	5	4	3	2	1
Argument/critical thinking	5	4	3	2	1
Academic language use	5	4	3	2	1

You will be graded on these criteria

Thesis - your introductory statement which provides the direction your answer will take

Structure - the way you organise your answer, and write your paragraphs

Argument/critical thinking - how you present your ideas, provide evidence and depth to your thesis

Academic language use - your word choice, grammar and level of formality

enables identification of support needs, pre-assessment formative feedback

What's in store...



Ready to start?

- **Undergrad Learning Support**
BUSS1000 Business Communication
- **Our Diagnostic**
as a formative assessment
- **Cadmus**
as an Academic Integrity Intervention

What's in store...



Ready to start?

- **Undergrad Learning Support**
BUSS1000 Business Communication
- **Our Diagnostic**
as a formative assessment
- **Cadmus**
as an Academic Integrity Intervention

The Cadmus

Holistic Approach to Academic Integrity

prevention

infrastructure to minimise inauthentic behaviour

education

Scaffolding and educative nudges

detection

evidence to empower in investigations



Herk Kailis - CEO, Founder

Our Diagnostic and **Cadmus** for Academic Integrity

education

embedded

transitional scaffold and exemplify

formative feedback

comments on in-text citations and
reference list creation via SpeedGrader



In-text citations

Thank you for your submission.

It seems you will need some additional APA style referencing practice with in-text citations to make sure you are following the format correctly when you submit BUS51000 assessments. First, try the short referencing quiz in the Business Communication Canvas site in Quizzes, then follow up by referring to the APA referencing guide.

Cadmus for Academic Integrity education

real-time intervention

referencing 'chip' (pop up)

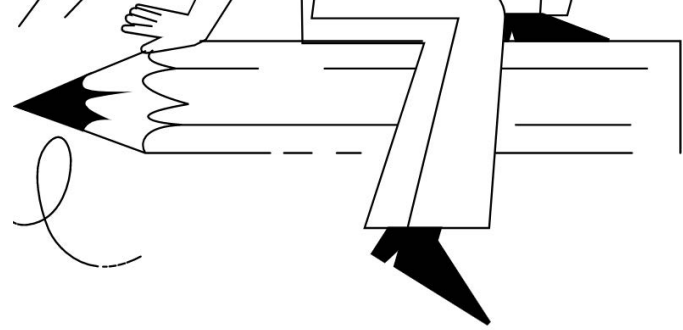
Business Communication

Diagnostic

BY TEST STUDENT

The University defines the philosophy underpinning its attributes. These describe the qualities, knowledge and to take responsibility for developing throughout their s attributes are not a list of skills to be mastered; rather, wider community the defining characteristics of a stud describe a set of characteristics that are designed to b disciplinary context in which they have been develop

90 words pasted. Consider [paraphrasing](#) or [quoting](#) x



...and citation manual

on

There are two options for citing external sources in your own work:

1. PARAPHRASES (INDIRECT QUOTES)

When you **paraphrase** or summarise another author's ideas, you must cite the original source with **author and date**. In-text citations can take a number of forms, depending on how you structure your sentence.

Hanson (2010) found that...

The Cadmus

Holistic Approach to Academic Integrity

prevention

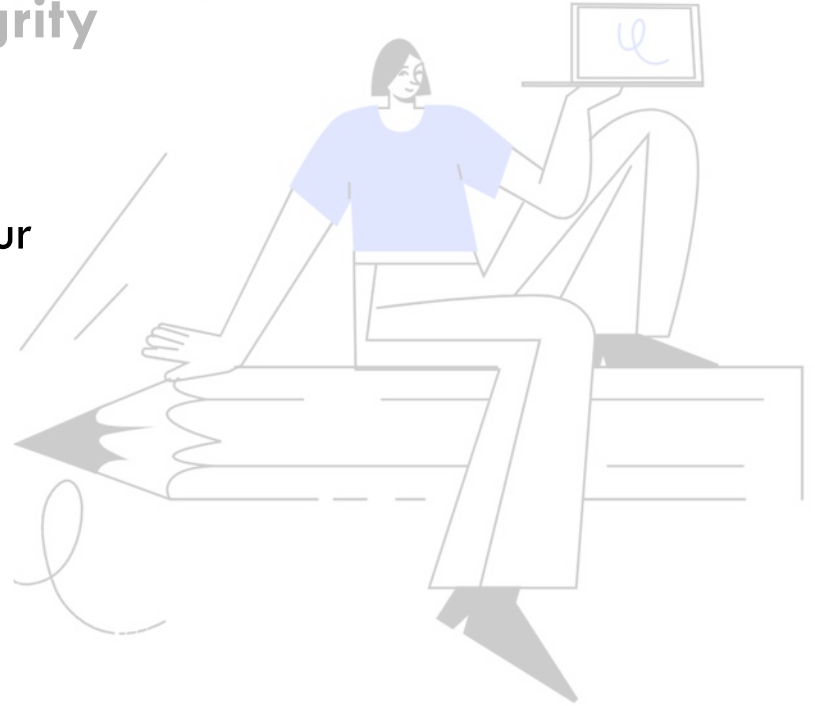
infrastructure to minimise inauthentic behaviour

education

Scaffolding and educative nudges

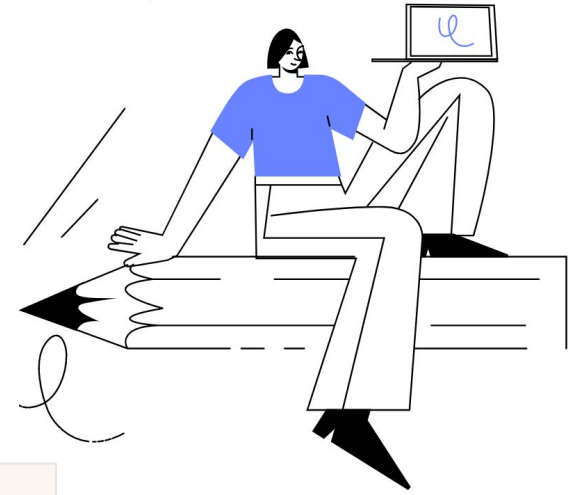
detection

evidence to empower in investigations



Our Diagnostic and Cadmus for Academic Integrity

prevention infrastructure





Ready to start?

This assessment has a time limit of **1 hour and 10 minutes**. You should complete it before **2nd Aug at 11:55 AM**. You'll see the instructions as soon as you start the clock. Once it's started, the clock won't stop. Are you ready?

START THE CLOCK

Business Communication Diagnostic S2 2022

BY TEST STUDENT

Welcome to your Cadmus Assignment.

Cadmus is an online assessment platform designed to *simplify* the way written assessment is done at university.

What's your preferred name?
(Your teacher may see this name)

First Name:

Last Name:

Our Diagnostic and **Cadmus** for Academic Integrity

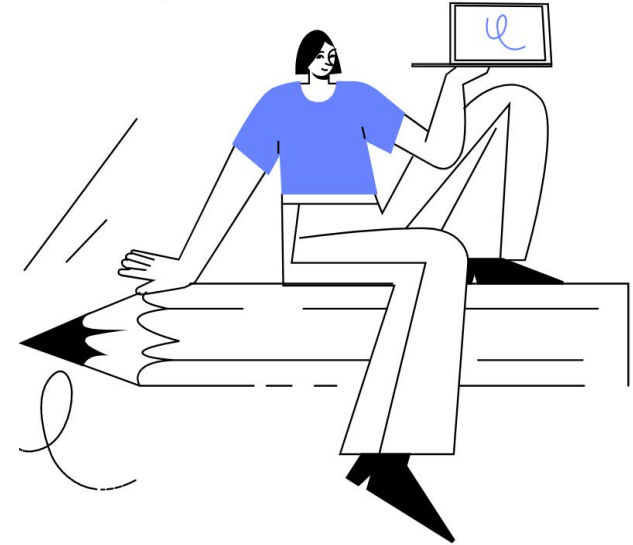
detection evidence

comparative sample

base line for written performance

analytics

cohort-level/individual performance reports



	A	B
1	Student #	Time Spent
2	1	2 hours 55 minutes
3	2	0 hours 55 minutes
4	3	0 hours 55 minutes
5	4	0 hours 1 minutes

G	H	I
# Pastes	% Pasted	Paste Source
3	5%	Microsoft Word
7	22%	Unknown
4	0%	Unknown
1	99%	Microsoft Word

L	M	N
Country	Outside AU	Similarity
HK	HK, HK	14
AU	None	13
AU	None	10
AU	None	5

**So let's go
do this in Cadmus**



Question?



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Showcase 4

Cadmus – A Powerful Tool for Improving Academic Integrity Outcomes for Take Home Assessments

—Simon Loria and Danny Li



USBS

Learning & Teaching Forum

Session 1, Steam 1 – Showcase 4

Cadmus – A Powerful Tool for Improving
Academic Integrity Outcomes for Take
Home Assessments

Presented by

Simon Loria

Discipline of Business Analytics

Danny Li

MCom Student (BA & Finance)



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Cadmus Pilot Motivation



Pedagogy

- Faltering engagement
- Assessment difficulties

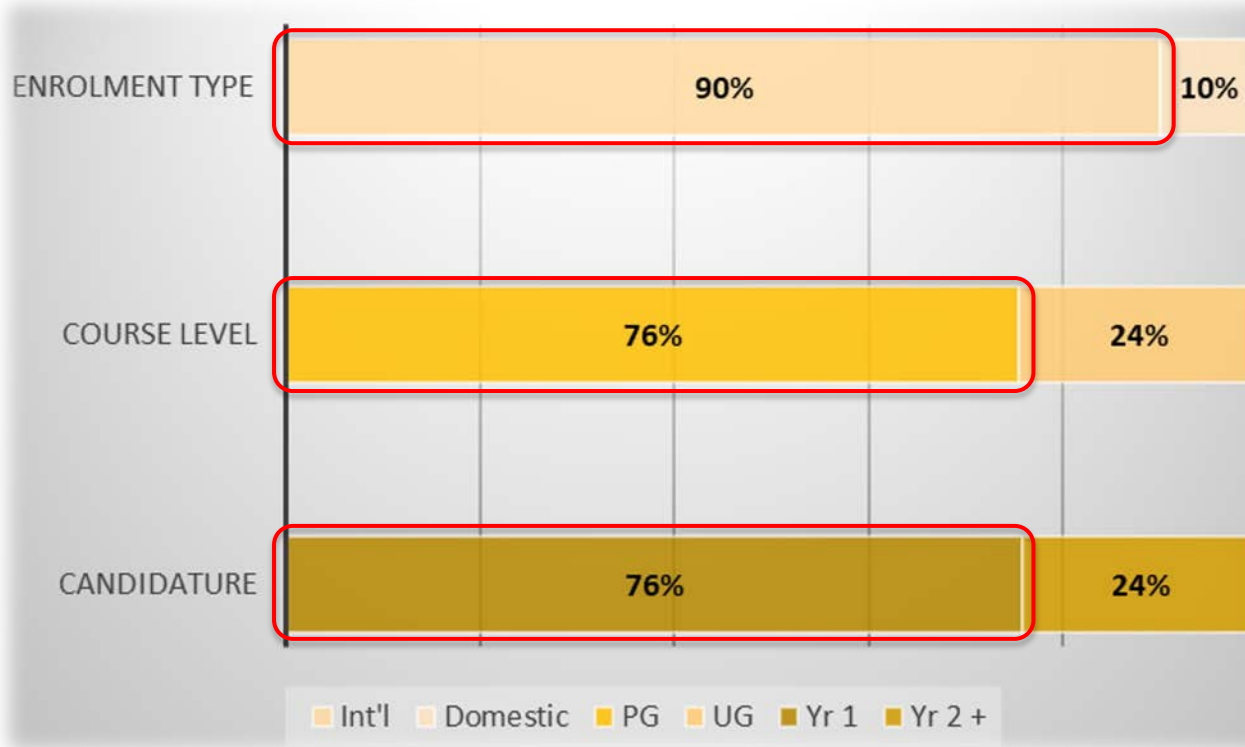
Integrity

- Monitoring difficulties
- Negative experiences

Workload

- UoSC fatigue & burnout
- Processes overwhelmed

Business School Academic Integrity Incidents*



Reported academic integrity incidents heavily weighted towards:

- International
- Post Grad &
- 1st year student cohorts

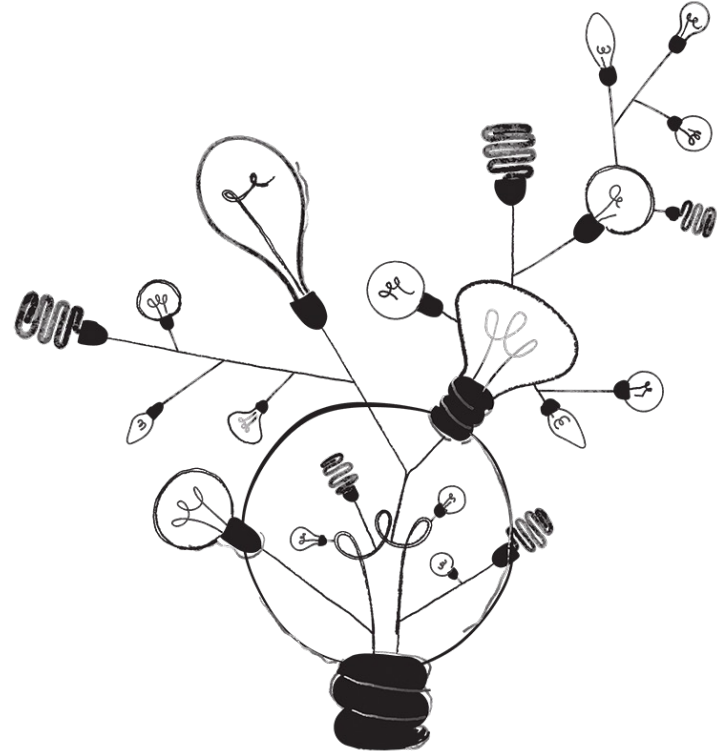
* The University of Sydney, Educational Integrity Annual Report 2021

QBUS6320 – Management Decision Making

- A Post Graduate offering from Business Analytics.
- Unit outcomes focussed on Graduate Qualities 2 – 5.
- Take home assessments integrating quantitative and qualitative skills.



Need an effective platform to conduct assessments in a safe & sound way.



Credit: Cadmus

What is Cadmus?



“..an online assessment platform that supports learners and empowers educators [that] improves student outcomes through better assessment experiences.” <https://www.cadmus.io>

Pros:

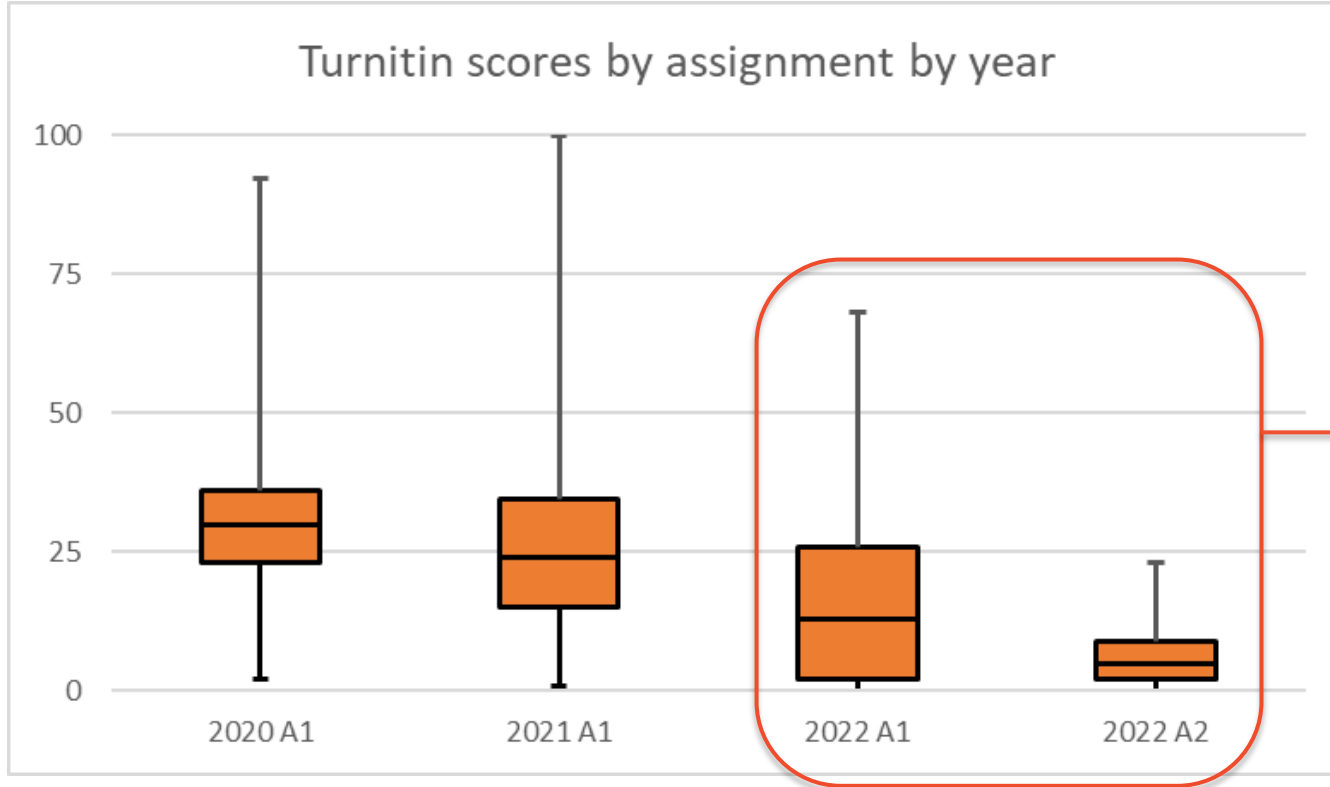
- Intuitive & fit for purpose
- Quality analytics
- Responsive support
- Minimal technical issues
- Limited negative student feedback

Cons:

- Another platform for students
- Pasting images not yet failproof
- No maths editor or MCQ functionality.

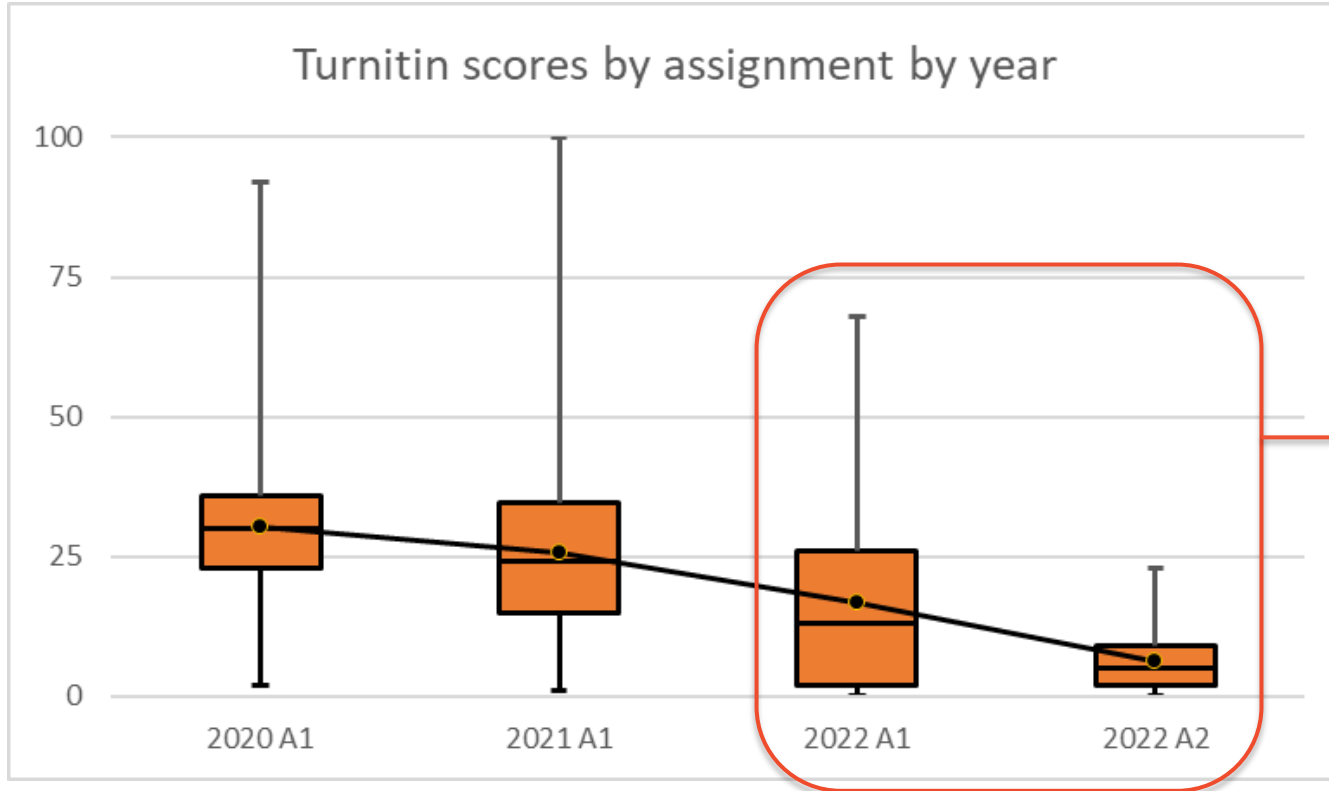


Cadmus Pilot Outcomes – Take Home Assignments



Assignments
conducted
using
Cadmus

Cadmus Pilot Outcomes – Take Home Assignments



Assignments
conducted
using
Cadmus

investigatable cases: 15

23

21

0

Cadmus Pilot outcomes – Short Release Take Home Exams



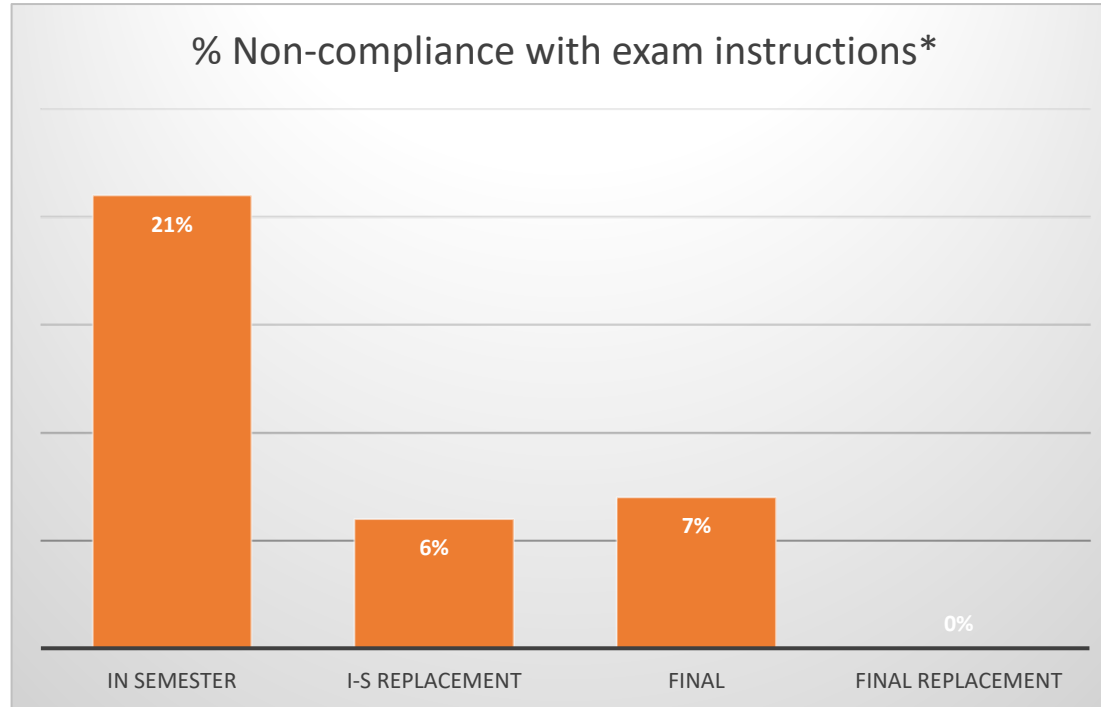
Integrity outcomes improved for each subsequent exam held during the semester

2022 S1 Exams	Turnitin Scores		
	Average	>25	Max
In Semester (n = 323)	6.6	6%	76
I-S Replacement (n = 17)	4.9	0%	24
Final (n = 323)	1.1	<0.1%	68
Final replacement (n = 13)	5.8	0%	22



We can help modify unwanted student behaviours.

Cadmus Pilot outcomes – Short Release Take Home Exams



* Including typing during upload times and missing submission deadlines

- Cadmus analytics enables pro-rated penalties.
- 3x improvement in non-compliant behaviours.
- 50% reduction in students sitting replacement exams.

Student Experience – Cadmus platform



Concise Interface

➤ Faltering engagement

Fair learning place

➤ Enforced motivation

**Preferred over
ProctorU**

➤ Better experience

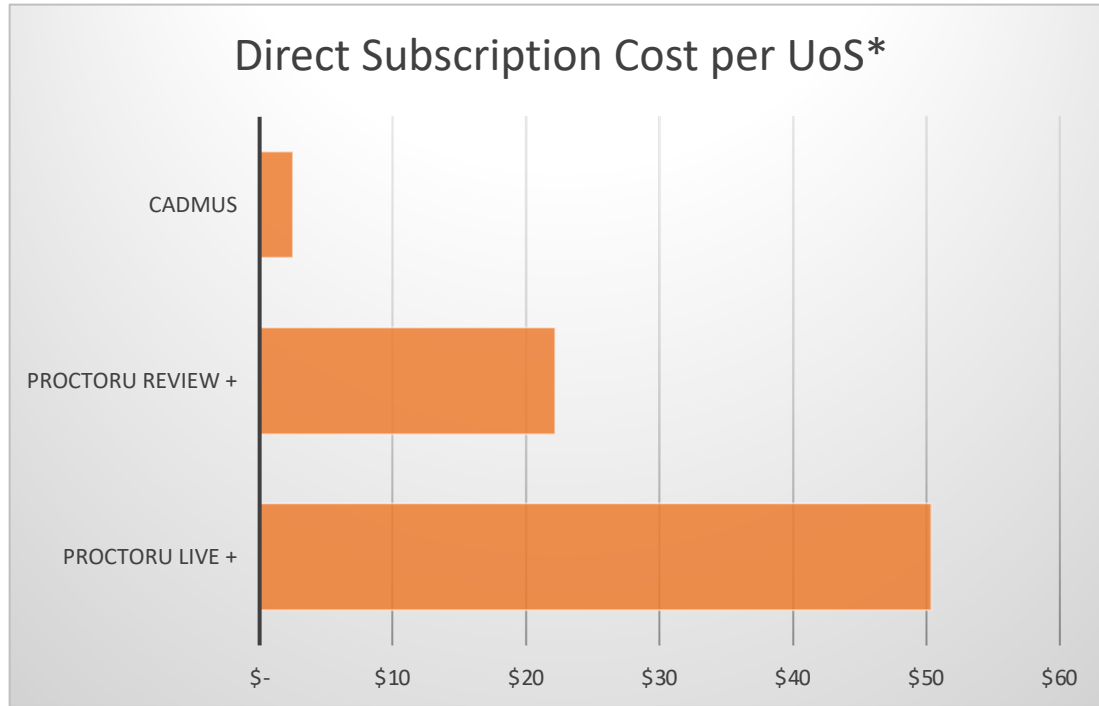
Cadmus vs ProctorU Student survey



Characteristics	Cadmus	ProctorU

Students are more comfortable using Cadmus

Cadmus – A Cost Effective Alternative?



- Delivers significant direct cost savings combined with greater useability, functionality and acceptance.
- Quantum of indirect cost saving are also substantial.

* Assumes two exams per unit, average exchange rates & user volumes

Opportunities and future direction

- Program versus UoS implementation to drive consistent student experience and behaviours?
- Exams on campus using Cadmus – the best of both worlds?
- Leveraging Cadmus' quality analytics to good effect - feeding into SC / AI processing proactively?



Cadmus is an accepted, reliable, cost effective tool for delivering improved pedagogical, integrity and workload outcomes.

Questions?



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Next sessions

See the L &T Forum website for next sessions:

- 12:00 – 1.00pm
Lunch break
- 1:00pm – 2:30pm
Research and Student Experience



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L&T:22

Thank you!



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