Learning Outcomes

• 1. Apply best practices in online exam question writing
• 2. Implement strategies to discourage academic dishonesty
• 3. Make informed decisions about authentic assessment options
Academic Integrity in the Online Space

• Students cheat, perhaps more often in online courses (Harris et al., 2019; Lanier, 2006; Lee-Post & Hapke, 2017)
• Prevention vs. Enforcement (Lee-Post & Hapke, 2017)
Academic Integrity

• Prevention
  • Honor code/Discussions of academic integrity
  • Authenticity statements
  • Self-regulation
    • Calendaring, regular study times
  • Randomized test formats
  • Short answer or essay questions
  • Formative assessments vs. High stakes testing
  • Timed Exams – caveat: beware of equity pitfalls
Academic Integrity

• Enforcement
  • Software like Turnitin
  • Online/In-person proctoring
  • Predictive analytics
    • For example, flag students who did not do their coursework and yet have a perfect score on an exam
Creating/Revising Exams

• Definitions: Objective Test, stem, responses/options, distractors
• Use a test blueprint (Suskie, 2018)
  • Outline for creating exams that helps you align test items to learning goals & content
  • Can be a grid or a simple list.
  • Simplifies diagnostics
  • Use Bloom's Taxonomy to ensure the test is capturing the appropriate level of thinking for your content
Creating/Revising Exams

• Consider equity
  • Who are your students?
  • Is your test timed? Will your students have enough time to read your item stems and options?
  • Define terms whenever appropriate
  • Simplify vocabulary whenever possible

• Avoid interlocking items
  • Can you figure out an answer by using a previous item?
  • If they get item A wrong, will they automatically get item B wrong as well?
Stems & Options

• Make stems a complete sentence
• Avoid questions that can be answered using common knowledge, grammatical clues, or clues from other items
• You don't have to have the same number of options for each stem
• Order options logically
• Make all options roughly the same length
• Avoid "none of the above" and "all of the above"
Distractors

• Use as a diagnostic tool
• Make them plausible
• We all love a goofy distractor occasionally for fun, but if you include them, do it very sparingly
  • Too many = true distraction; excess cognitive load
Challenging items vs. Trick questions

• Use your test blueprint to ensure the material is important
• Make them open book (helps you avoid creating items that students can just look up)
• Build items around common misconceptions
• Evaluate your test items
• Create interpretive exercises
Interpretive exercises

• Stimulus, like a passage or a chart followed by a set of objective items
• Generally- at least 3 items per stimulus, more if it's longer
  • Don't make it too long
• Watch for interlocking items
• Realistic scenarios
  • Chart, diagram, map, drawing with real or hypothetical information
  • Statement written by scholar or other significant individual
  • Passage from a novel, short story, or poem
  • Description of a real or imaginary scenario; e.g. scientific experiment or business situation.
Reflection: Are multiple choice tests critical?

- Do they align with the learning goals for your course?
- Is it necessary for students to demonstrate their skills in this way?
- Could other, more authentic assessments do a better job?
  - Portfolios
  - Presentations
  - Collaborative work
  - Written assignments
What do employers want from our students?

- National Association of Colleges and Employers (NACE) 2020 Job Outlook Report
- 5-point scale, where
- 1=Not essential, 5=Absolutely essential

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>AVERAGE RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>4.65</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>4.57</td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td>4.48</td>
</tr>
<tr>
<td>Oral/Written Communication</td>
<td>4.35</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.63</td>
</tr>
</tbody>
</table>
Attributes Employers Seek on a Candidate's Resume

- NACE 2020 Job Outlook Report

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>% OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving Skills</td>
<td>91.2%</td>
</tr>
<tr>
<td>Ability to Work in a Team</td>
<td>86.3%</td>
</tr>
<tr>
<td>Strong Work Ethic</td>
<td>80.4%</td>
</tr>
<tr>
<td>Analytical/Quantitative Skills</td>
<td>79.4%</td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td>77.5%</td>
</tr>
<tr>
<td>Leadership</td>
<td>72.5%</td>
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</tbody>
</table>
Need vs. Proficiency on Career Readiness Competencies

- Professionalism/Work Ethic: 95.1% Considered Essential, 46.5% Rated Proficient
- Oral/Written Communication: 93.2% Considered Essential, 49.0% Rated Proficient
- Critical Thinking/Problem Solving: 99.0% Considered Essential, 60.4% Rated Proficient
- Teamwork/Collaboration: 98.0% Considered Essential, 85.1% Rated Proficient
Finally

• Cheating happens in face to face courses and online
• Create assessments that measure what you want your students to know
  • Keeping in mind what employers actually want
• We have a variety of tools to combat misconduct
  • Remember, none are perfect; all have a "cost"
Online Resources
Professor Herman stopped when he heard that unmistakable thud – another brain had imploded.

Questions?
Resources

- Online Education
  - https://www.unlv.edu/teach-online/best-practices/academic-integrity
  - https://www.unlv.edu/teach-online/best-practices
- Office of Academic Assessment
  - Assessment@unlv.edu
  - Lindsay.couzens@unlv.edu
**Analysis**

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

**Questions:**
- What are the parts or features of ...?
- How is _____ related to ...?
- Why do you think ...
- What is the theme ...
- What motive is there ...
- Can you list the parts ...
- What inference can you make ...
- What conclusions can you draw ...
- How would you classify ...

**Synthesis**

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Questions:**
- What changes would you make to solve ...
- How would you improve ...
- What would happen if ...
- Can you elaborate on the reason ...
- Can you propose an alternative ...
- Can you invent ...
- How would you adapt _____ to create a different ...
- How could you change (modify) the plot

**Evaluation**

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

**Questions:**
- Do you agree with the actions/outcomes ...
- What is your opinion of ...
- How would you prove/disprove ...
- Can you assess the value/importance of ...
- Would it be better if ...
- Why did they (the character) choose ...
- What would you recommend ...
- How would you rate the ...
- What would you cite to defend the ac-
<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>Approx. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of instructional design and planning</td>
<td>18%</td>
</tr>
<tr>
<td>1. Choose appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning.</td>
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<tr>
<td>2. Select a variety of instructional practices, materials, and technologies that foster critical, creative, and reflective thinking aligned with state-adopted standards at the appropriate level of rigor.</td>
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<tr>
<td>3. Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.</td>
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<td>4. Identify instructional resources based on measurable objectives, individual student learning needs, and performance levels.</td>
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<td>5. Apply learning theories to instructional design and planning.</td>
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<tr>
<td>6. Determine long-term instructional goals and short-term objectives</td>
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</tbody>
</table>
Table 5.1 (continued).

<table>
<thead>
<tr>
<th>Content Domains and Competencies</th>
<th>Weighted Percentage</th>
<th>Analyzing (Bloom’s Level 4)</th>
<th>Evaluating (Bloom’s Level 5)</th>
<th>Creating (Bloom’s Level 6)</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 5: Information Technology:</strong></td>
<td></td>
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<tr>
<td>5. A. Examine the strategic roles of management information systems in current hospitality/tourism organizations.</td>
<td>10</td>
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<td>4</td>
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<tr>
<td>5. B. Utilize current information technologies in the hospitality industry.</td>
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<tr>
<td>5. C. Analyze IT-enabled marketing, promotion and distribution practices in the hospitality industry.</td>
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<tr>
<td><strong>Domain 6: Leadership:</strong></td>
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<tr>
<td>6. A. Examine effective leadership characteristics.</td>
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<td>6. B. Demonstrate the affective characteristics of hospitality.</td>
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<td>6. C. Examine the principles of change management.</td>
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<td>6. D. Maintain professional and ethical standards in the work environment.</td>
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<tr>
<td><strong>Domain 7: Legal Issues:</strong></td>
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<tr>
<td>7. A. Analyze legal issues impacting the hospitality industry.</td>
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<tr>
<td>7. B. Understand EEO regulations (sexual harassment, discrimination, ADA, etc.)</td>
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<tr>
<td>7. C. Understand personal safety issues and regulations in the hospitality industry (worker’s compensation, OSHA, FMLA, HazComm, etc.)</td>
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<tr>
<td><strong>Domain 8: Globalization:</strong></td>
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<tr>
<td>8. A. Examine the issues of managing an international hospitality/tourism business from an operations perspective.</td>
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<td>8. B. Examine the issues of managing an international hospitality/tourism business from a policy perspective.</td>
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<td>8. C. Examine trends in global tourism.</td>
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<tr>
<td><strong>Domain 9: Sustainability:</strong></td>
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<td>9. A. Examine sustainability in the workplace including effects on civic responsibility and stewardship.</td>
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<td>9. B. Determine implications of green technology on profitability in the hospitality industry.</td>
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<td>9. C. Manage the economic, social, and environmental impacts of tourism to sustain resources.</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>28</td>
<td>34</td>
<td>38</td>
<td>100</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>100%</td>
<td>28%</td>
<td>34%</td>
<td>38%</td>
<td>100%</td>
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