

Academic integrity and authentic design considerations

Question design

- Where possible, questions should be **authentic** and reflect real-world applications. Therefore, write questions that require students to **construct responses** themselves, rather than simply recognising correct responses from a pre-determined selection or over-relying on memory and recall.
- Incorporate case/scenario/problem-based questions; provide students with data to work with and report on; pose issues that require students to generate new solutions or questions that include reflection.
- Take home exam questions should ideally be focused on **higher levels of thinking**. Therefore, try to avoid questions where students are required to provide responses that require lower levels of cognitive thinking (e.g. try to avoid questions where students are required to “define”, “identify”, “list”).
- Try to incorporate questions using verbs such as “justify”, “analyse”, “construct an argument”, “compare”).
- Try to **avoid questions that where there is only one right answer**. Try to incorporate questions where several plausible responses might be possible and ask students to justify their response.
- Try to **avoid broad questions** that require students to “discuss” or “describe” as these tend to elicit verbose or unnecessarily long responses from students. Instead, provide students with more context for their response.
 - For example, instead of asking students to ‘describe medical conditions that can affect the kidneys’, provide more context (this is also a question where there is more than one correct response): ‘Identify two diseases that affect the kidneys, describing how and why each disease impacts renal function, as well as major symptoms that can help lead to their diagnosis’.
- Consider questions where students may have a **choice in how they present their response** (e.g. written text, concept map, diagram, table etc).

Exam parameters

- **Enable ‘SafeAssign’** in the Ultra exam settings. Communicate your academic integrity expectations to students before the exam and ensure they are aware that the plagiarism checker will be enabled.
- Consider the timeframe the exam is available to the students; if the writing time is 3 hours, consider the time for students to download the paper, type responses, then upload again to the dropbox.

Other considerations:

- Questions need to be **aligned to subject learning outcomes** and appropriate level/s of cognitive skill.
- Consider whether you require students to type or hand write responses. Communicate this to students before the exam.
- Specify **expectations and scoring procedures**; clearly allocate marks; let students know if factors such as spelling, grammar, use of references etc is required.
- **Suggest allocations and time limits** on questions/sections.

Further information and resources

- [JCU Take Home Exams resource 2020](#)
- [Using principles of authentic assessment to redesign written examinations and tests](#) (Villarroel et al, 2020)
- [50 tips for replacements for time-constrained, invigilated on-site exams](#) (Brown & Sambell, 2020)
- [Preparing for take-home and open book exams: A student guide](#) (Wood, 2020)