Overview:

The following tips provide some ideas on how you can clearly state what you consider dishonest behavior in your online or hybrid course.

Syllabus Statement:

Include a very specific statement in your syllabus about what you consider dishonest behavior in your class. The statement should discuss the differences between collaborating with peers for group projects, discussions, and peer review, and the acts of cheating on tests, homework, and papers.

Detailed Assignment Instructions:

Create very thorough and detailed assignment instructions; students are less likely to have to cheat if they clearly understand what is expected of them. It might be useful to provide samples of completed assignments that students can use as a benchmark when completing their own work.

Break Down Large Assignments into Smaller Steps/Checkpoints:

Larger assignments should be broken down into many smaller steps. This has three beneficial effects; students have less procrastination since they have to turn in work on a regular cycle, students can receive feedback more quickly if they are off-track, and no single assignment will make or break their semester grade (because the larger assignment is broken down into smaller steps and interventions).

Have Students Incorporate Personal Experiences:

Assignments should incorporate the student's own personal experiences; this will help ensure that students will turn in their own work rather than copying work from others.

Random Question Order on Quizzes:

When offering online testing, utilize the options to randomly present each of the questions and each of the question answers. If the questions, in a different sequence and each of their answers are listed in a different order, students will not be able to create a cheat sheet for the answers to the questions. Questions can also be selected from a larger pool of questions. This will ensure that not all students will receive the exact same set of questions making it even harder to cheat.

Quiz Restrictions:

When building online tests, create very tight time requirements. In tests for multiple-choice and true-false, the student should only be allowed 30 seconds to 1 minute to answer each question. Tightening

of the time requirement will prevent students from looking up all the answers in their textbook or other materials. If you choose to show correct answers for your online quizzes, set the date for after the quiz closes so that students can't share the correct answers with each other.

Offer Choices on How to Complete Assignments:

Consider offering students choices on how they can complete the assignment. When students are offered options, they are more likely to pick something in which they can take more ownership and pride.

Notes:

- The Syllabus Template, found in the Faculty & Staff > eTeaching > [Tools & Templates](http://www.sctcc.edu/online-tools) section of the SCTCC website, contains a section for Academic Integrity that you can tailor to your course (http://www.sctcc.edu/online-tools)