Digital Learning Webinar Series

From Face-to-Face to Online: Rethinking Introductory Psychology for Fall 2020

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Spring 2020

That moment when you realize

Spring semester is over
Webinar Overview

1. Increasing student engagement in an online environment.

2. Incorporating low-stakes, digital assignments to facilitate learning.

3. Encouraging academic integrity for online exams.
Increasing student engagement in an online environment: 
*During class / lecture / video*

**Synchronous**
- Chat Boxes
- Polling / Raise Hand
- Breakout Groups
  - Be sure to provide structure

**Asynchronous**
- Mini-lectures
- Use demos that highlight important concepts
- Discussion Boards
Increasing student engagement in an online environment: Outside the “class”

1. “Personalized” emails

2. “Special Topics” office hours on Zoom

3. Encourage students to apply concepts to everyday life and share these examples with the class
   - Discussion boards
   - Surveys (e.g., Qualtrics, Google Forms)
   - Perusall
   - Flipgrid
Incorporating low-stakes, digital assignments to facilitate learning

- Take advantage of the “retrieval practice” in your online class
- Use the data to inform the content of your recorded “mini-lectures”

**Reading**

- Auto-graded, integrated reading quizzes
- Quizzing after reading
- Interactive assignments within the reading (e.g. journaling)
“Lecture”

- Brief quiz over mini-lecture/video
- Embed time-stamped questions into the recorded mini-lecture
## Encouraging academic integrity for online exams

### A. Recommendations to reduce "opportunity" to cheat

1. Use a large test bank of questions so different students are unlikely to ever see the same items with the same response options at the same time (Sullivan, 2017).

2. Randomize both the questions and the responses (Cluskey et al., 2011; Rowe, 2014).

3. Change/add new questions to at least 1/3 of the test bank each semester (Cluskey et al., 2011). For example, edit "good" questions by switching the stem/responses or making minor edits so items become more difficult to search for online.

4. Minimize the number of items in your test bank that are at the "knowledge" level of Bloom’s taxonomy because it is much easier to look up answers to these factual, definitional types of questions (Varble, 2014).

5. Make low stakes exams open-note/open-book but add a time limit (Williamson, 2018) and make students aware of the fact that they will not have time to look up every item.

6. With smaller classes, consider having students see only one question on a screen at a time with no back-tracking (Williamson, 2018). This may lead to problems in larger classes because of internet problems, as the page has to upload each time for a new item (and individual student issues tend to be more problematic with larger class sizes).
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<tr>
<th>B. Recommendations to reduce “incentive/pressure” to cheat</th>
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<tr>
<td>1. When administering unproctored online exams, use multiple, lower-stakes exams rather than large exams covering multiple chapters that impact overall grade heavily (e.g., in our case, make a 40 point chapter exam after each chapter rather than a 120 point 3 chapter unit exam). This should reduce overall performance pressure and anxiety and therefore reduce motivation to cheat.</td>
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<td>2. Consider allowing students to take the exam more than once to reduce performance anxiety (Sullivan, 2016).</td>
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<td>3. Use proctoring such as face-to-face in a proctoring center or technology (such as ProctorU or a Respondus Monitor) when delivering more &quot;high stakes&quot; assessments (Stack, 2015). Consider that proctoring can be expensive for students and not all technology works with all devices (e.g., Respondus Lockdown Browser is incompatible with Chromebooks).</td>
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<td>4. Have at least one proctored exam per semester (Krsak, 2007). Push for your institution to provide in-person proctoring services for your online exams. ProctorU has been reviewed positively by students (Milone et al., 2017) but does have a fee.</td>
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<td>Recommendations to reduce &quot;rationalization/attitude&quot; to cheat</td>
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<td>1. Develop an explicit honor code for the course, include it in the syllabus, and consider requiring a signature or digital acknowledgment (Bing et al., 2012; Xu et al., 2016). See Gurung et al. (2012) for suggestions about how to best develop an honor code.</td>
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<td>2. Make repeated announcements throughout the course, have discussions about the honor code, provide examples of what constitutes cheating (e.g., before each exam), and discuss the consequences of cheating (Corrigan-Gibbs et al., 2015)</td>
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Thank you for joining us!

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