

ACADEMIC INTEGRITY TOOLKIT FOR COURSE INSTRUCTORS

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Introduction

The Academic Integrity Working Group has compiled alternative design ideas for courses with the aim of diminishing student academic integrity offences. We propose two core considerations to diminish student cheating.

- 1) **Designing courses** (and assignments) that reduce pressures and other situations that encourage student cheating.
- 2) **Designing assessments** that are more resistant to overt cheating, unauthorized collaboration, or other forms of integrity violations.

It is recognized that courses and course instructors will have varying options available to them, depending on factors, including:

- **Course level** (e.g., 1000-level undergraduate vs. 3000-level undergraduate vs. graduate)
- **Class size** (i.e., what works for a seminar of 10 will likely not be feasible for a class of 300+)
- **Content** (e.g., survey vs. seminar, writing class vs. lab class)

We also acknowledge that, like anything worthwhile, academic integrity mitigation strategies and techniques take work and effort—there is no quick fix, no guarantees, and no one-size-fits-all approach for improving academic integrity. Implement the suggestions below as appropriate for your needs or use them as a starting point and adapt them for your specific course. These tools and suggestions have been curated from conversations with faculty across many disciplines at Dalhousie and from the published work being done across the globe at institutions of higher education, and attributions have been made when beyond common knowledge in the field.

The academic integrity working group further acknowledges that this document should be considered a “living document”, with updates and additions as the need arises. The information herein is current as of Sept 8, 2020.

Course-Design Recommendations

Reminder: These ideas are not in any way intended to be prescriptive - these are simply suggestions from our peers for ideas that have shown promise or worked for them. We acknowledge that there is no quick fix, and that upholding academic integrity takes effort.

Be clear about purpose of each assessment

- Explaining to students *why* you've implemented an assessment helps them to *understand the value of that assessment for their own learning*. For example, explain that quizzes help them stay on top of material and focus on the basic, foundational concepts and vocabulary. Explain that they will need to have a solid understanding of these concepts to succeed on the higher-stakes exam or final project because it will require them to integrate their learning across topics, think critically, and apply knowledge.
 - If you're using quizzes to help students solidify their understanding of basic concepts, consider providing automated explanatory feedback for each answer depending on a student's response. This method of explanation helps to reinforce the intention of using these quizzes as a learning tool.

Include an academic integrity module at the beginning of your class

- Consider directing students to the Dalhousie Academic Integrity Module. This module is recommended to be completed by all incoming students and remains available for reference for the duration of a student's academic career.
 - Students can self-register for the module at https://www.dal.ca/campus_life/academic-support/writing-and-study-skills/academic-integrity-module.html
 - Reminder: students at all levels may need reminders about academic integrity-related considerations. Consider referring students back to the module each year and/or providing additional materials about academic integrity in your course space.
- Explain what you expect of students for each assessment—what is meant by 'open book', 'discussing ideas with others', 'individual submissions', and so on. It's important to communicate intention and expectations, especially since those expectations could vary across courses.
- If you're concerned about students inappropriately using 'homework' websites like CHEGG, explicitly explain that the use of these sites is prohibited in your course and that those caught using them will be penalized. You might consider discussing the idea that we learn by doing.

Carefully consider the grade breakdown in your course

- Use of higher-stakes assessments (assessments worth a large percentage of the final grade) puts pressure on students to do well and may lead to integrity issues. A combination of transparency and balanced grade distribution (e.g., multiple, lower-stakes assessments) may help students to understand the value in completing course assessments without relying on their classmates or the internet for the solutions.
 - Instructors may consider explicitly providing context for students who sometimes have difficulty putting individual assessment grades into perspective.
 - *E.g., “This assessment is worth 3% of your final grade. Therefore, receiving a D on this assessment will not have a major impact on your final grade as a whole – 50% on a 3% assessment would only bring your grade down by 1.5% (leaving 98.5% remaining).”*
 - In addition to providing context, be mindful that instructors and students may disagree on the definition of ‘high stakes.’ This may be more prevalent in programs that feed into post-graduate programs that rely heavily on GPA standings.
- Consider decreasing the value of assessments that are more vulnerable to cheating/integrity issues (e.g., online, non-proctored, multiple-choice exams) and increasing the value of assessments more resistant to cheating (e.g., student presentation).
- Balance time/effort and value of an assessment. If an assessment takes a lot of time and a lot of effort but is worth relatively little, there may be more incentive to consider cheating. If the value of the assessment is for student-learning, instructors may choose to remove grade value altogether and emphasize benefit to students in terms of learning (e.g., homework is available to students - does not contribute to their final grade but will likely improve performance on other assessments).
- If you are using multiple, lower-stakes assessments, you may worry that the marking load will increase substantially. While time spent recording marks may increase a little, you can use marking methods, such as peer review, assessing for completion rather than quality, using links to make formative comments, providing global feedback, and so on.

Provide timely feedback

- Students need to understand how to succeed or improve in a course. Provide timely and constructive feedback so students are receiving the information/tools they need to improve.
 - If providing individual, timely, feedback is challenging, consider providing feedback to the class as a whole based on common mistakes/errors.
 - It is also useful to keep in mind that ungraded quizzes and practice problems that are automatically graded but don’t count, are additional ways in which students

can receive feedback before an actual quiz or exam. This serves as practice, but also alerts students to where they may need more help or study, and can help reduce anxiety about quizzes / exams, in as well as reducing the sense of a need to cheat.

Set the tone in the syllabus

- Providing clear, firm, but friendly information in your course syllabus can be helpful for ensuring students know the rules/expectations, but also encourages them to come to you or the course TA before turning to 'outside' help. University services such as the Writing Centre and Studying for Success staff members are trained to teach students and not do the work for the students. Consider adding these services to your course information for students.
- Explicitly invite students' questions and/or direct students to come to you/TA for help if they're struggling or confused.
- Consider incentivizing desired behaviour (e.g., bonus points for early submission).

Consider offering students choice

- Allowing students some autonomy over the weighting of grades can help to reduce some of the incentive to cheat as it allows students the chance to earn a grade that they may consider is more reflective of their abilities.
 - E.g., offering a range or an either-or option and allowing students to weigh in on how each assessment will factor into their final course grade
- Offer choice in the format of the assessment – for example, consider allowing students to complete a book review in the style of a podcast, short video, review paper, and so on.
- Providing choice also contributes to creating assessments that fit within the framework of **universal design for learning** (UDL) which contributes to a more open access to learning for all students.

Assessment-Design Recommendations

Reminder: These ideas are not in any way intended to be prescriptive - these are simply suggestions from our peers for ideas that have shown promise or worked for them. We acknowledge that there is no quick fix, and that upholding academic integrity takes effort.

Note I: When considering changes to course assessments, it can be helpful to consult with the Student Access Centre to explore potential issues that may arise with certain formats. Advisors at the Centre are open to working with course instructors to find solutions that work for all students (access@dal.ca).

Note II: When considering concerns around academic integrity, it may be helpful to consult with an educational developer through the Centre for Learning and Teaching (CLT) for ideas about alternative assessment options in the design or redesign of your course.

<https://www.dal.ca/dept/online-teaching/contact-us.html>

Note III: In designing or redesigning your courses, the Dalhousie Libraries, in particular, your liaison librarian, can offer suggestions that can help reduce issues of academic integrity from the outset. For more information: <https://libraries.dal.ca/research/subject-liaisons.html>

Considerations for designing assessments

- **Use course learning outcomes to inform your assessments.** What is it that students should know by the end of your course and how might they demonstrate this knowledge?
- **Focus on higher levels of learning.** Rather than testing students only on foundational/basic knowledge, consider having them apply concepts to new situations, integrate across concepts, demonstrate the ability to compare and contrast, and so on.
 - https://www.wcu.edu/WebFiles/PDFs/facultycenter_SignificantLearning.pdf Questions that require students to analyze, evaluate, and create are inherently more difficult to look up (Google) online and easier to spot when multiple students provide the same response.
 - For further reading, see Waterloo's Centre for Teaching Excellence article on [Bloom's Taxonomy](#)
 - For additional further reading, see Dee Fink on Significant Learning, particularly in relation to course and assessment design considerations. https://www.wcu.edu/WebFiles/PDFs/facultycenter_SignificantLearning.pdf
- **Incorporate choice** when selecting the topic of an assessment, or randomly assign different topics to different students; this method can help to reduce the likelihood of unauthorized collaboration amongst students.

Tools for 'traditional' test design

Depending on the level and size of your course (e.g., large, 1000-level survey course) and whether you have marking support (e.g., teaching assistants or hired markers), you may be somewhat limited in your assessment options. Often, assessments that allow for automatic grading are essential. Although this form of assessment tends to be more vulnerable to integrity offenses, there are steps that you can take to help deter student cheating.

Consider also that in terms of quiz-building and the technology, Academic Technology Services (ATS) can assist in designing and troubleshooting issues around the technology aspect. Contact email: intech@dal.ca with your questions or to arrange a chat session.

Quiz settings

- **Use a self-generated question library** and create pools of questions that are at a similar difficulty level and on the same topic. You can set Brightspace to randomly select questions from each pool, ensuring students don't all receive the same set of questions.
 - Creating and using a question library: <https://youtu.be/B-SFKZ1Xl7o>
 - Create a quiz with randomly selected questions from pools: <https://youtu.be/7J2mO9QF6Z4>
- **Randomize answers** for multiple-choice or multi-select questions. This helps prevent easily sharing answers (e.g., 1=C, 2=A).
 - In Brightspace, to randomize answer options in multiple-choice and multi-select questions, click the '*randomize options*' box when creating your new question.
- **Randomize the presentation of the questions** so each student gets the questions in a different order.
 - Shuffle question order for quiz: <https://youtu.be/Bg-M-2gYF94?t=5>
- **Limit the amount of time students have to complete their test.**
 - The length of the stem and answer options (i.e., how long does it take to read) and the process required to derive the correct answer (e.g., completing a calculation) should be factored into your time allotment. Consider the time you had normally allotted for your face-to-face exams, but factor-in time for tech-related elements (e.g., saving work, loading pages, trouble-shooting, etc.)
 - To alleviate student concerns, consider giving them an example question with a running timer (or get them to time themselves). A time-limit can intimidate students but they often over-estimate how long it actually takes to read and respond to a question.
 - *Note:* shortening the time may cause huge challenges for students with academic accommodations and those for which English is not their first language. Ask the Accommodations staff members (access@dal.ca) for suggestions.

- Modifying quiz properties (including time limit):
<https://www.ucalgary.ca/contedinstructors/d2l-adobe-connect/set-new-course-d2l-and-adobe-connect/configure-quiz#bookmark2>

- **Consider modifying question progression.** Quizzes in Brightspace can be set to present one question at a time and to either allow or prevent backtracking. Many students prefer to be able to move back and forth through an exam—to skip a question and return to answer it later. However, this can create academic integrity issues for certain types of exams.
 - If you choose to present one question at a time and prevent backtracking, the more standardized your questions (multiple choice, one-word responses, right/wrong answers) the less time students should need to respond. **Be clear to students how they should budget their timing** (e.g., give them an estimate of time per question based on time allotment and number of questions for your exam).
 - If you choose to present one question at a time and prevent backtracking, it is useful and important to **let the students know ahead of time that they will not be able to move back to previous questions**. Emphasize that each question is a stand-alone assessment and is considered ‘completed’ as they progress through the test.

- **Don’t release the answers/scores** until after everyone has completed the assessment.
 - Modifying what students see when submitting quiz completions:
<https://help.d2l.arizona.edu/content/instructor-let-students-see-their-results>

Question format

- **Create multiple-choice questions that rely on knowledge application rather than memorization.**
 - Taking a concept and modifying it or applying it to an unfamiliar setting that wasn’t explicitly covered in lectures or readings can make it more challenging to look up the answer and gets at a deeper level of understanding from students.
 - *For example, if testing about colour vision, rather than asking students to identify which type of cone receptor responds to long wavelengths, you could instead ask what might happen to colour vision if you were to remove one of the types of cones.*

- **Give students examples of research designs, schematics, maps, diagrams, or other visuals** and ask them to identify variables (e.g., *what is/are the dependent variable(s) in this example*) or components. This can be a great way to test understanding and isn’t something that can be easily googled.

- **Consider using a multi-select question format to ask a combination of true-false statements.**
 - This allows for more nuance than a typical multiple-choice question that only allows for one true or one false statement (e.g., “Which of the following statement is TRUE?”). Using a multi-select format allows you to ask, “Out of the five (5) statements below, select all TRUE statements”.
 - On Brightspace, you can choose to grade ‘all or nothing’, ‘right minus wrong’, or ‘correct answers only’. To locate the correct answer to this question on the internet or in a textbook, students would need to look up every single option to determine the correct set of responses.
 - Create multi-select questions on Brightspace: <https://youtu.be/fbcG4ZZfofl>

- **Consider using “analogy” questions to test students’ understanding of the relationship between concepts.**
 - For example, if testing the concept of transduction (converting sensory stimuli into neural signals), a question might be:
Photoreceptors are to vision, as _____ are to _____.
 - a) *hair cells; audition*
 - b) *hair cells; olfaction*
 - c) *papilla; taste buds*
 - d) *cilia; hair cells*
 (Students need to understand that photoreceptors are the cells responsible for transduction in vision and which of the answers has a pairing of the cells responsible for transduction and the corresponding sense.)

Virtual proctoring considerations

Virtual (or remote) proctoring involves the process of either video recording or observing live, students completing online assessments. Typically, it involves the use of software that ‘flags’ problem behaviour (e.g., eyes looking off-screen, leaving seat/desk, talking, etc.) for further consideration by the course instructor.

Although the use of virtual/remote proctoring may seem beneficial for reducing integrity offenses, there are a number of considerations to take into account, and in general, the use of virtual/remote proctoring is **not recommended** in most instances.

- The mere act of using a virtual proctoring platform for course assessments (i.e., a student’s awareness that they are being recorded during an assessment) is likely deter some cheating behaviour. However, it is also likely to increase test-related anxiety and stress for many students (honest and dishonest alike). It is therefore essential to consider your reasoning and whether the benefits outweigh the costs.

- If you've used a virtual/remote proctoring system and following the completion of the assessment you suspect that a student has cheated, you can return to the video recording to see if there was any suspicious behaviour during the test session. However, keep in mind that the video may not offer any *concrete* evidence to clear or convict a student of an academic offense.
- It is important to consider that proctoring software can unfairly disadvantage students. The strict parameters for test-taking can be close to impossible for some students to achieve. For example, given the current working conditions of many remote students, many may not have access to a separate room with bare walls, no interruptions, no pets, no other sounds, etc.
- Virtual proctoring platforms are not fool proof. As a quick Google search will show, there are workarounds for all virtual/remote systems. Beyond the inevitable false positives (e.g., students looking at a clock to check time, may be flagged for 'looking off-screen'), these programs can miss many intentional attempts at cheating.
 - Student panel discussing 'workarounds' for virtual proctoring software: https://players.brightcove.net/4931690914001/L2rLCprqt_default/index.html?videoId=6171334941001
- At present (Fall 2020), Dalhousie's Academic Technology Services (ATS) provides use of, and support for, the virtual proctoring program *Respondus Lockdown*. For more information about the program and how to implement, contact support@dal.ca.

Open-book or take-home exams

Typically, open-book (or take-home exams) are assessments that rely on high-order thinking such as analysis, synthesis, and evaluation (rather than recall or recognition), and in which students are generally permitted to consult reference/resource materials. However, the exact definition and corresponding rules and regulations around these types of exams can vary widely.

Provide clear and explicit instructions of what is permitted or disallowed.

- Definitions of open-book and take-home exams vary across faculties/departments/course instructors, it is therefore essential that all course instructors provide clear guidelines to students about acceptable resources, references, supports, etc.
 - Considerations: as you consider these, it is worthwhile being explicit around each of these questions as they apply to your course on your syllabus, and in your communications with your students
 - Are students permitted to access materials posted to their Brightspace course space when completing the exam?
 - Can students discuss their ideas/responses with each other prior to exam submission?

- What constitutes ‘unauthorized collaboration’?
- Are there sites/resources students can/cannot turn to for support for the completion of their exam (e.g., tutors, writing support, ‘homework’ websites, etc.)

Alternative assessment options

The idea of an ‘alternative’ assessment is to replace traditional (often multiple-choice style) tests with assessments that are more resistant to integrity infractions. Typically, this is because alternative assessments rely on personal connections and interpretations of specific course content, encourage creativity and innovation from students, and/or require students to demonstrate their process from beginning to end. It must be acknowledged that some of these options are not scalable for large classes, but they may prove useful in some courses (either as replacements for traditional tests or in *addition* to tests to spread out the composition of final course grades).

There are many options for alternative assessments; below is a *sampling of ideas* but more suggestions can be found in the links at the bottom of this section.

Infographics or mind-maps

- Creating infographics or mind-maps requires students to identify key points and distill information into only the most essential pieces. It also fosters student creativity and requires students to present concepts in multiple formats (i.e., using text and image).
- *Reading:* Elements of effective infographic design
<https://www.teachology.ca/knowledgebase/what-are-the-elements-of-an-effective-infographic-assignment/>
- *Reading:* Drawing Ideas: The benefits of mind-mapping for learning
<https://www.teachthought.com/literacy/drawing-ideas-the-benefits-of-mindmapping-for-learning/>

Short presentations

- Consider allowing students to choose their presentation topic from a pre-set list. Create clear guidelines and provide students the rubric ahead of time. Emphasize clarity, content, and audience engagement. A one-page presentation proposal can help ensure that students stay on-track, meet assignment expectations, and avoid relying heavily on additional help to create the final product.
- *Example rubric for short presentations:* Science Slam presentation rubric from Experiential Learning in Science Communication (NESC/PSYO 3011/12; see Appendix for example).

- When considering adopting presentations as an assessment tool, keep in mind that there may be students in your class for whom this is a particular issue. If you have any concerns regarding accommodations for this option, contact access@dal.ca.

Scaffolded assignments

- Designing assessments that ‘build’ on each other can foster student learning and reduce integrity infractions. Students can submit portions or outlines of their work for formative feedback and use the feedback for future iterations of their assignment. This approach may be especially useful in writing-intensive courses.
- To ensure students are not merely breaking down a purchased paper, you could insist on a reflective piece (or paragraph) noting the reasons or rationale for part of the paper. For example, why did the student decide to discuss subtopics A, B, and C under a topic? Instructors can see the progression of thought and understanding for individual students and become familiar with their writing style and voice.
- *Reading:* Creating Online Assessments for Learning (CLT’s FOCUS): <https://focus.clt.dal.ca/blog/creating-online-assessments-for-learning?rq=scaffold>

Podcasts

- Audio recordings allow students to explain their understanding in their own voice. The lack of video/imagery forces students to focus on the content and clarity of their presentation (and no webcam is required).
- *Reading:* Producing Podcasts as an Alternative Method of Student Assessment: <https://ecampusontario.pressbooks.pub/applicationsoflinkedinlearning/chapter/learning-through-lynda-com-producing-podcasts-as-an-alternative-method-of-student-assessment/>
- When considering the use of podcasts, keep in mind that there may be students in your class for whom accessibility is an issue. If you have any concerns regarding accommodations for this option, contact access@dal.ca.

Video creation

- Asking students to create videos for course assessments shifts the role of the student from ‘consumer’ to ‘producer’. It allows students to be creative, present their understanding using multiple formats (e.g., text, imagery, animation, etc.), and gain valuable communication-based skills.
- Instructors may consider having students create videos that they then use in future iterations of the course (e.g., demonstrations of techniques, explanations of challenging concepts), summarize their understanding of a particular concept, or create content for community groups outside of the classroom (e.g., local grade-schools).
- *Grading tip:* Peer-evaluation can work very well when assessing student-created videos

- *Reading:* University of Sydney: Making effective video assignments: <https://educational-innovation.sydney.edu.au/teaching@sydney/making-video-assignments/>
- When considering the use of video creation, keep in mind that there may be students in your class for whom accessibility is an issue. If you have any concerns regarding accommodations for this option, contact access@dal.ca.

Design an experiment

- In STEM fields, instructors may ask students to design an experiment that focuses on a concept/idea from class. Depending on the level of the course, students might be expected to design an experiment, identify any confounding variables or limitations, hypothesize outcomes, and so on. This approach might work well in the social sciences and health fields, as well.
- Additionally, a peer-review element could be added, requiring students to provide feedback to each other about the quality of their design. Peer reviews should be structured in that instructors should give reviewers guidance on what to look for and what to comment on.
- *Reading:* Teaching simple experimental design to undergraduates: do your students understand the basics? <https://journals.physiology.org/doi/full/10.1152/advan.00033.2006>
- When considering the use of experimental design, keep in mind that there may be students in your class for whom accessibility is an issue. If you have any concerns regarding accommodations for this option, contact access@dal.ca.

Conduct an experiment

- Course instructors can generate a series of questions for students to consider. These can be somewhat individualized and allow instructors to assess student understanding based upon student selection/input.
- For example, the question could ask the student to drop a paperclip from a higher point and ask them to say how high, rather than specify the height exactly.

Project-based and Group-based assessments

- Project-based (and group) assessments require students to work together towards a common goal. Through these types of assessments, students can develop valuable communication, collaboration, time-management, problem-solving, and critical-thinking skills.
- *Reading:* Chronicle of Higher Education – Transforming higher education through project-based learning <https://www.chronicle.com/paid-content/worcester-polytechnic-institute/transforming-higher-education-through-project-based-learning>

Self-reflection or personalized assignments

- Asking students to reflect on their own experiences or learning, helps students to create deeper learning experiences, can increase instructor-student rapport, and can give course instructors insight into where students might be struggling.
- Personalized assignments ensure no two students are submitting the same assignment and can help to showcase students' thought processes, reasoning, and rationale.
- *Reading:* Implementing Learner Reflection <https://www.facultyfocus.com/articles/teaching-and-learning/three-ideas-implementing-learner-reflection/>
- *Reading:* Assessing Reflective Writing <https://teachingcommons.lakeheadu.ca/4-rubrics-assessing-reflective-writing>

Further readings

Deep-dive: The University of Calgary has a six-part, open-access, course on designing assessments for online courses:

<https://taylorinstitute.ucalgary.ca/resources/module/designing-online-assessments>

Additional resources for alternative assessments

- <https://medium.com/the-faculty/redefining-students-learning-assessment-for-online-teaching-f5cd32ac0563>
- <https://taylorinstitute.ucalgary.ca/teaching-continuity/student-assessment-ideas>
- https://teaching.uwo.ca/elearning/student_assessment/alt-assessment-ideas.html

Suspensions of Academic Dishonesty

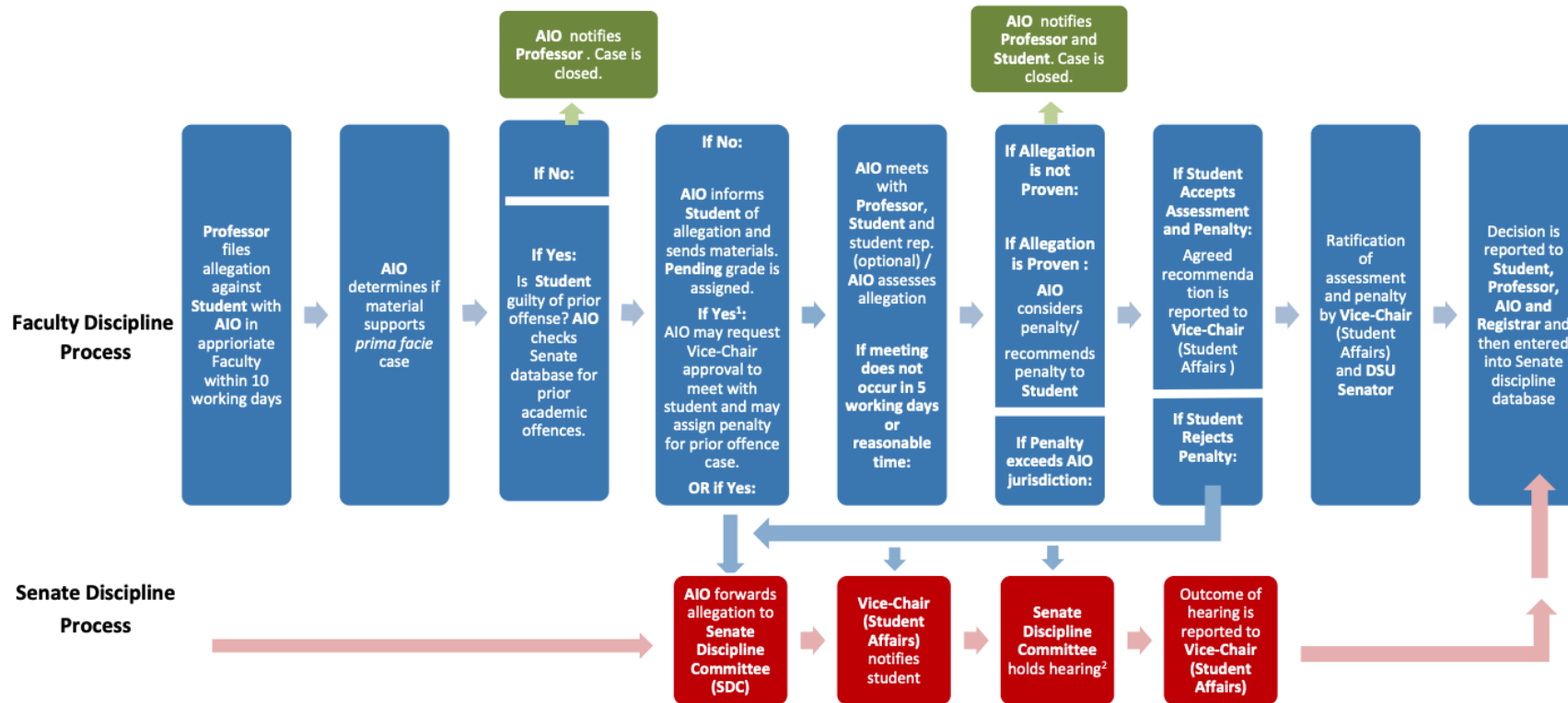
In the event that you have a suspicion that dishonesty has occurred in your course, there are resources available to you.

- First and foremost, you should consult with the [Academic Integrity Officer \(AIO\) for your faculty](#) prior to filing any paperwork or submitting a formal allegation. In fact, such consultation and conversation is encouraged, and if you have concerns or hesitations concerning process or whether or not you have a case, these can be discussed at that time. Further, if your case is unusual in any way the AIO has access to the Manager, Discipline and Appeals for the Senate who will provide ongoing support in all matters.
- The [Faculty Discipline Procedures](#) outlines the process at the AIO level, and you can find a simplified flowchart of the process [here](#). This flowchart is duplicated at the bottom of this section.
- For rare cases that must proceed to the Senate Discipline Committee, the rules and procedures are found [here](#).

- In most if not all Faculties, the Associate Dean, Academic, has some responsibility for the Faculty-level integrity process and can guide you in the right direction, which includes connecting you with the right administrative avenue to have it addressed.
- If you have any questions about course design or about academic integrity generally, there are a number of people who may be helpful for guiding you:
 - Your own integrity officer(s) in your [Faculty](#).
 - Bob Mann, Manager of Discipline & Appeals (bob.mann@dal.ca)
 - Educational developers at Centre for Learning and Teaching (CLT)
 - <https://www.dal.ca/dept/clt/about/Staff.html>
 - Liaison Librarian for your [subject](#).

Academic Discipline Flowchart

Academic Discipline Process-Flowchart



¹ If yes, and the allegation involves more than one student ('common allegation') the AIO shall meet with the students, may recommend a finding of guilt, but cannot recommend a penalty for the repeat offender. Penalty, in this case, can only be determined by the Senate Discipline Committee. Note: students may still reject the finding of the AIO and have the entire matter heard by SDC. See paragraph 9 of the *Faculty Discipline Procedures Concerning Allegations of Academic Offences* for full procedures.

² For procedures surrounding Senate Discipline Committee hearings, see the *Senate Discipline Committee Jurisdiction and Procedures*

K. Miller/B. Mann Sept 2016

Additional notes

- The Academic Integrity Working Group recommends the Academic Integrity module be pinned to top of homepage for ALL students for first two weeks of fall term, EVERY year
- Students need to be given resources about what options are available to them – consider including a list of available resources/study centres/workshops anywhere Academic Integrity is being referenced. Online Learning site would be a great starting point: https://www.dal.ca/academics/online_learning/tips-to-succeed.html

Appendix

	Poor (0)	Satisfactory (1)	Good (2)	Excellent (3)
Content	Lots of unnecessary information and tangents. No clear take-home message or focus.	Mix of relevant and unnecessary information. General theme but no clear take-home message.	Most information presented was relevant. Very few tangents off central topic Clear take-home message (why is this important) presented.	Only the most relevant information was included. No unnecessary tangents and each point served a clear purpose. Clear take-home message (why is this important) presented.
Clarity/ Organization	Lots of unnecessary and/or undefined jargon. Insufficient background/context provided for audience understanding of topic. Speed made it very difficult to retain information.	Some jargon used without defining (or used unnecessarily) throughout. More background/context required for full understanding of topic. Speed negatively impacted clarity.	Most jargon was avoided or defined. Decent background provided for understanding. Speed was appropriate (not too fast/slow).	Jargon was avoided entirely or well-defined when used. Sufficient context/background was provided for understanding. Speed was appropriate (not too fast/slow).
Engagement	Relied entirely on notes or read from slides (no eye-contact with audience). Poor or no use of visuals. Monotone/no enthusiasm.	Few visuals used, heavy reliance on text on slides. Heavy reliance on notes, low eye-contact. Little-to-no intonation and enthusiasm.	Content was presented in a manner that was somewhat interesting to most attendees. Low reliance on text on slides. Good eye-contact with minimal note-reading.	Content was presented in a manner that was thought-provoking and interesting to entire audience (e.g., use of high-impact visuals, interesting storyline). Intonation and enthusiasm where appropriate. Consistent eye-contact with audience with very little reliance on notes.
Timing	> ± 1 mins (<5:00. >7:00)	± 1 mins (5:00-7:00)	± 45 sec (5:15-6:45)	± 15 sec (5:45-6:15)