



Teaching Tips:

Strategies for Virtual Testing

Testing is a common assessment strategy in face-to-face classes, but it poses risks for academic integrity violations both in the face-to-face classroom and online. By shifting some of the weight of the grade away from the kind of testing that is at greatest risk for academic integrity violations, you may free yourself and your students to focus on learning instead of worrying about surveillance.

A Word about Testing, Studying, and Learning

As Sandra McGuire notes, students will study far more if they need to teach their peers than if they only need to take a test. Rather than worrying about how to maintain academic integrity at a distance, consider shifting to more complex, active work your students could perform to give evidence of learning.

Strategies for Online Testing

- Set a time limit on tests to provide students with enough time to finish, but not enough time to seek out answers online.
- Randomize questions to ensure that each student receives questions in a different order.
- Offer shorter, low stakes tests instead of large, high-stakes ones.
- Allow students to complete a quiz or test more than once, but require a minimum acceptable grade.
- Ask questions that require application, analysis, evaluation, comparison/contrast based on your unique course content or discussions rather than identification or recall in order to push students to create new responses.

Alternatives to Testing

- Have students write a test and answer key instead of taking a test. Or have them create a test and key before taking your test, and count their ability to devise thoughtful questions as part of their test grade.
- Assign students the task of making chapter study guides instead of memorizing yours. Factor their study guide grade into their grade for your test.
- After students complete a test, require them to revise and correct any items they missed. Or revise and correct in pairs or groups of three, so students have a chance to learn from each other. Count their revisions in their test grade.

Additional Resources

- [Sandra MacGuire, *Teach Students How to Learn*](#)
- [UCBerkeley's Center for Teaching and Learning Alternatives to Traditional Testing](#)
- [UMN Center for Educational Innovation Alternative Assessments](#)

For help implementing any Blackboard best practices in your classes, contact academicinnovation@uscupstate.edu.