Do this...

1. Remind students about online test taking protocols with a statement at the beginning of every assessment. The statement should cover basic technology ‘know-hows’.
2. Allow for sufficient time, within a set period, for students to complete the assessment. Remember that internet reliability is frequently hard to predict.
3. Set a practice assessment during the term, using the same types of settings you will use in the final exam e.g. timed vs. untimed; multiple submissions vs. single submission.
4. Promote Academic Integrity by reminding students with a statement at the beginning of every assessment. For further assistance with Academic Integrity in online assessments: [https://centre.cc.umanitoba.ca/integrity/promoting-integrity-in-online-courses/](https://centre.cc.umanitoba.ca/integrity/promoting-integrity-in-online-courses/)

Don’t...

1. Assume that students are familiar with online test taking protocols.
2. Assume that your students are familiar with the assessment tools in UM Learn and know how to submit and assignment or use the quiz tool.
3. Make the assessment/exam window so short that a student’s lack of typing speed becomes a deterrent to success.
4. Use ‘one-way exams’ – students need to be able to move back and forth between questions in an exam. A one-way exam is not the way to manage academic integrity issues.
5. Set mainly factual recall types questions that can be easily found by a quick Google search or text book check.
6. Rely heavily on one type of assessment, e.g. a multiple-choice final exam to collect most of your grades in the term.

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1. Best practices for delivering online tests and quizzes: [https://ucocolab.screenpositive.com/s/maasessments/6613778-best-practices-for-delivering-online-tests-quiz](https://ucocolab.screenpositive.com/s/maasessments/6613778-best-practices-for-delivering-online-tests-quiz)