Online proctoring

Proctoring for the Future - 14 dec 2020

Special Interest Group Digitaal Toetsen SURF
andere groepen

Online guided discussion

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Themes

Introduction

Developments since March 2020

- Major and Fast Upscaling

- Discussions about and Compliance with Privacy legislation

Some recent Developments

- Organization: Increase of workload for Exam Boards

- Politics: Fade out of OLP desired - How is OLP framed

Ongoing issues

- Fraud: deterring new ways of circumvention? And improved ways of detection (e.g. 2nd camera)

ıssessment

Negative framing of OLP

- It is spyware! NOT!
  - Spyware: user is unaware he is spied upon
  - Proctoring software: user is fully informed about what is recorded, who has access (only proctors, no teachers) etc. etc.
- Impact on 'safe space'! Does it?
  - Proctors totally not interested in student's rooms
  - Students can move out any item they do not want to be visible
  - When sufficiently substantiated, students can come to the campus

Positive framing of OLP

- It enables study progress while …
- It keeps up the value of diploma's
- It helps international students, it helps students with disabilities, it helps exchange students, it supports flexibility

Future scenarios of online proctoring

Corona Transition Period

- Fade-out or Hard Cut?
    - Fade-out: who and what first?

Post Corona

- Everything back to campus?

- Fully abandon Online Proctoring?
    - Or

- Smart implementation and use of online proctoring for the future?

Main considerations for smart use ...

- Catering for increased demand digital exams

- Cost effectiveness of exam process

- Lawful basis

Catering for increased demand digital exams

Independent of corona

- Growth in on-campus digital exams is already over max. Capacity. No more brick-and-mortar options

Corona:

- The number of summative digital test (exams, intermediate tests) has significantly increased between 150% to 200% compared to pre-corona. Due to forced transition of existing pencil-and-paper exams to digital format

Conclusion: On-campus capacity at HEIs is insufficient to accomodate on-campus digital examination, directly post-corona

Cost effectiveness

Infrastructure cost

Suppose:

- Reduction of 100% of physical computers (BYOD)

- Reduction of 50% of physical exam space (50% of students take exam at home)

- Reduction of 50% of live proctors

Most likely: cost goes down

Processing cost

Suppose:

- Review time per exam ~ 2,5 mins
- Hourly rate reviewer ~ EUR 50
- → 24 students per reviewer/h
- Cost per exam ~ EUR 2,00

Cost for Exam Boards increases

Most likely: cost remains the same

Lawful basis

- **Current**: most institutions 'legitimate interest'
  - There is a legitimate interest of the HEI and the student to ensure study progress while keeping up the value of the diploma

- Read our [Privacy Statement](#)

- Students who really need it can come to campus (small numbers)

Future

Institutions cannot easily use the lawful basis of 'legitimate interest' though arguments can include:

- Cost effectiveness
- Catering for increased demand of capacity
- Not having a big privacy impact **IF** the main privacy impact claim of students disappears: no footage of students in their home situation is processed

Possible Smart Implementation

Pursued solution with lawful basis 'legitimate interest'

- Let students take exams on their own device

- Students can take either an exam
  - at home **with** proctoring
  - on-campus **with** proctoring

- Conditions:
  - Have a true BYOD policy in place
  - Keep a close eye on fraud circumvention (further develop systems, e.g. 2nd camera)
  - Have a system in place to cater for the problems of scheduling

How to deal with scheduling/logistics?

- Who will come to campus?
- How and how far upfront can a student choose to either come to campus or take the exam at home?

Can experiences guide us?

- VU Evaluation: about 50% of students indicated that they would prefer an exam from home over an exam on campus
  - Will this hold after corona?
  - Will this be a stable percentage?

- TUE: experience

Authentic Assessment

Opportunities

- Using vocational software like (SPSS, photoshop, AutoCAD
- How authentic can it get when students use their own computer.

Negatives

- What if software does not work
- How to manage versions
- How do students get their software
- What if software is only licenced to University and not to students.