



6 Apr 2022: 07:00AM UTC

Remote Proctoring: the European experience



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SHAPING THE FUTURE OF TERTIARY EDUCATION

AHE Network

Leading the development of assessment for learning in higher education



AHE Webinar Series





AHE Conference Committee

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AHE: Leading Assessment for Learning in Higher Education



AHE Network – ahenetwork.org

AHE is an independent network focused on developing research-informed practice in assessment and feedback in HE.

International Executive Committee hosted by the LED Research Centre at the University of Cumbria in England.

AHE network and events across full range of subject disciplines and professional fields - evaluating, researching and developing theory, research, policy and practice in assessment and feedback.

AHE: Leading Assessment for Learning in Higher Education



AHE Conference 2022

Forum for critical debate of research and innovative focused assessment and feedback practice and policy.

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**22 June – 24 June 2022 Manchester MacDonald Hotel
Manchester, England**

<https://ahenetwork.org/ahe-conference-2021/>

AHE: Leading Assessment for Learning in Higher Education



AHE Network Presentations

Karen Van Eylen, KU Leuven, Leuven, Belgium

Proctoring, a golden buzzer for organising remote assessment?

Steffen Skovfoged, Founder & Executive Director of UNLwise

Remote Proctoring During the Pandemic and Beyond: Insights and Trends from European Institutions

Each presentation 15mins + 5mins for quick questions
followed by plenary debate in the second half of the session

Please post comments and questions in the chat.



First presenter...

AHE Network

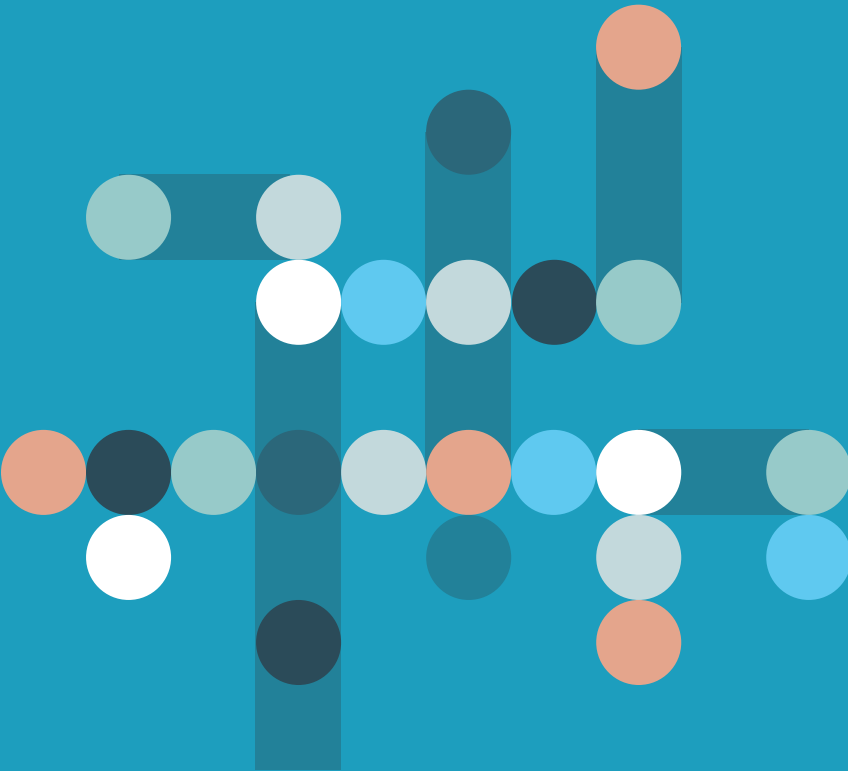
Leading the development of assessment for learning in higher education



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Proctoring, a golden buzzer for organising remote assessment?

Karen Van Eylen

April 6, 2022



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graph LR; A((Online assessment @ KU Leuven: practice & policy)) --> B((Impact of COVID-19)); B --> C((Proctoring @ Association KU Leuven)); C --> D((Sustainable approach on online assessment and the developed instrument));
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Online
assessment @
KU Leuven:
practice &
policy

Impact of
COVID-19

Proctoring @
Association KU
Leuven

Sustainable
approach on
online
assessment and
the developed
instrument

Online assessment @ KU Leuven

- Focus on future-oriented teaching model based on activation
 - Contemporary feedback and evaluation methods
- Focus on the use of educational technology
 - Emphasis on online assessment
 - Exams can be separated from their dependence on place and time
 - Continued efforts in trustworthy IT foundation
 - Broaden international reach

Project team founded 'IT supported summative assessment'

(IT services & Educational Development Unit – delegates from faculties & association partners)

Online assessment @ KU Leuven

Actions before March 2020:

- Survey to capture the needs for online summative assessment
- Prioritised and concluded to not invest in proctoring: other needs
 - e.g. More urgent needs for online question database, expanding on campus facilities...



Impact of COVID-19

“Online what is necessary,
on campus what is feasible”

→ Priorities to closed book written
exams on-campus

“Not the time to jump unknowingly into
the technology” (march-august 2020)

→ Emergency education, taking a
leap of faith

Impact of COVID-19

Change in priorities for online summative assessment

→ Proctoring on the agenda

COVID catalyst for already induced changes in educational context
needs for prolonged effects on COVID-pandemic

Project on proctoring: pilots KU Leuven and larger scale use at UC
Association KU Leuven

Proctoring @ KU Leuven

- Pilots
 - Testing technology (integration LMS, logging/locking, ..) and the level of proctoring (live, AI, record & review)
 - Adapted with needs in educational context
- Evaluation
 - The IT-experience and support
 - Feedback sessions with teachers
 - Student surveys on usability, assessment experience with respect to aspects of privacy in assessment via proctoring

Key aspects KU Leuven

- Different contextual needs in programs
- Diversity in proctoring technology
- Flexibility/adaptations in settings of tools
- Intrusiveness of privacy and student anxiety

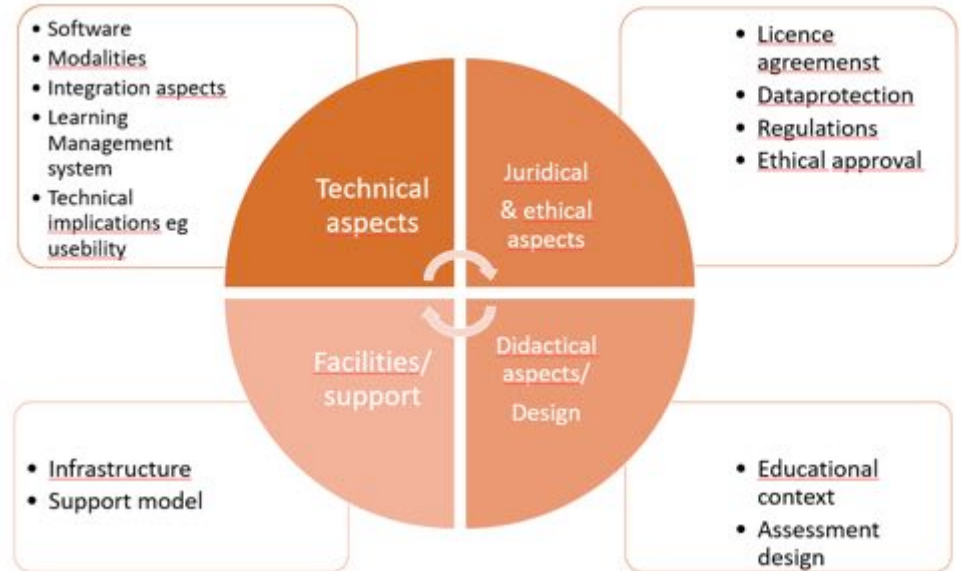
Key aspects KU Leuven

- Feasibility of support within the support model of KU Leuven Learning Lab (large scale)
- Support in design aspects and proctoring features
- Data processing regulation (GDPR)
- Importance of test runs / mock-up exams

Proctoring @ KU Leuven

- Something you don't decide overnight
- Not every possibility brings a significant solution

- Didactics/design
- Juridical/ethical
- Support/facilities
- Technical



Sustainable approach: choices KU Leuven



- International positioned programs
- Multicampus
- Focus on students with 'work' statute

→ Instrument to support decision making

Tool developed for supporting the organisation of online remote assessment



KU LEUVEN
LEARNING LAB

The golden buzzer

Tool to measure susceptibility to fraud
for remote assessment

Based on Sietses, L. (2020). Whitepaper online proctoring. Vragen en antwoorden bij surveilleren op afstand. SURF.

Measure susceptibility to fraud



- On the following slides we will estimate your assessment's susceptibility to fraud based on 1 to 3 questions.
- Each time, click on the answer that suits your situation best.



Tool: focus on didactic aspects

Susceptibility to fraud is determined by ...

1. The **weight** of the assessment
2. The **authenticity** of the assessment
3. The allowed **resources**

You can adjust these factors with fraud-reducing measures

Click on the factor you want to have an impact on

Measure of susceptibility to fraud

To what extent can you affect authenticity?



A

There is only one correct answer (closed questions), so there are hardly any unique answers.

B

The students answer questions for which they must formulate an answer themselves but it does not concern their own work (open questions).

C

The students submit a completely unique work and you can therefore determine that the students have made the work themselves.

Influencing the fraud susceptibility



Need for control of sources ✕

The less control is needed over the use of tools, the lower the risk of fraud.

- Use of specific time slot in which student may work on exam
- Use of proctoring tool in specific educational context
- On-campus (PC classes or BYOD) control of sources is easier to organise

Fraud susceptibility indicator



- **High** fraud susceptibility!!
- Assessment method is not recommended to use off-campus without anti-fraud measures
- Click below for anti-fraud measures to make changes



Fraud susceptibility indicator



- **Low** fraud susceptibility
- Can be organised without the need for extra anti-fraud measures
- If you still want to reduce the vulnerability to fraud, click below



Fraud susceptibility indicator



- **Moderate** fraud susceptibility
- It can be organised off-campus with application of anti-fraud measures



Proctoring, a golden buzzer for organising remote assessment?

- Proctoring as a technology is not the starting point in the quest of organising remote assessment
- but, it can be the answer!

So, no overall golden buzzer but no 4 red crosses either!



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Next presenter...

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SHAPING THE FUTURE OF TERTIARY EDUCATION

Remote Proctoring during the Pandemic and Beyond

Insights and trends from European
institutions using WISEflow from UNIwise



Who are we

UNIwise: background

Founded 2012

Spinout from University of Aarhus (DK), following a government-funded project on how to introduce labour-saving technology in assessment

One product – WISEflow, an end-to-end assessment platform

Serving more than 120 educational institutions in Europe

57 employees across 6 countries

Offices in Denmark, Norway, United Kingdom and Germany



Adoption & Spread

Accessed from more than 170 countries

>80,000 daily users during peak periods

>8,000 simultaneous participants in lockdown browser

3.6 million exams across 121,000 flows delivered in 2021

Equal to 550 exam flows every weekday



Daily Sessions

● Sessioner

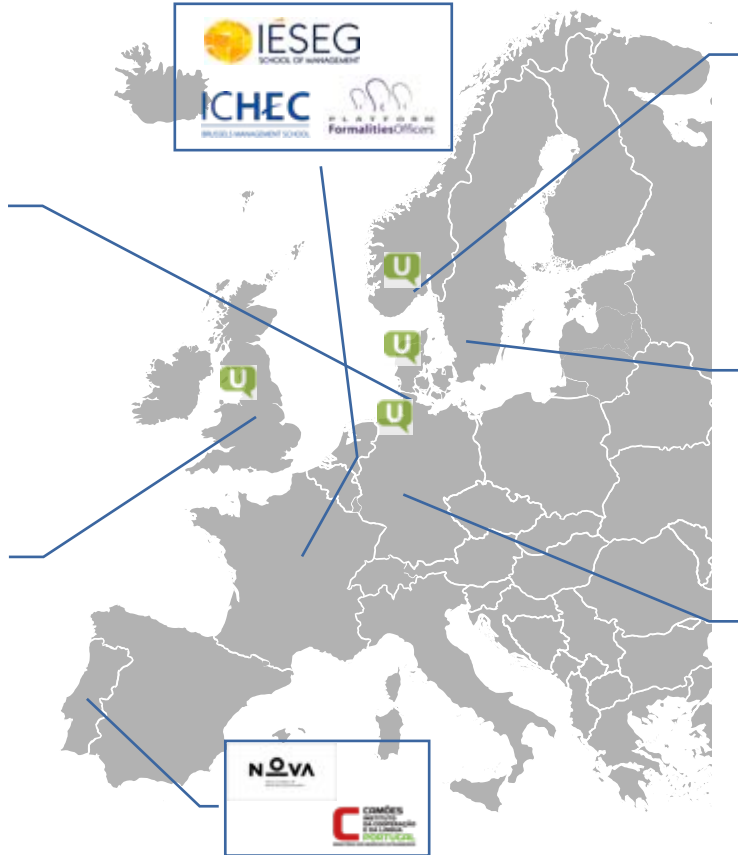
100,000

50,000

2014 2015 2016 2017 2018 2019 2020 2021 2022



Used by





 SCHOOL OF MANAGEMENT



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OPINION

AI proctoring won't stop students from cheating, it is just added stress for students

By Anna Baker | September 24, 2020

FEATURES

EXAM ANXIETY: HOW REMOTE TEST-PROCTORING IS CREEPING STUDENTS OUT

As schools go remote, so do tests and so does surveillance

By Monica Chen | @mcsquared95 | Apr 29, 2020, 8:00am EDT



The Surveillance State of Education

Technology

Cheating-detection companies made millions during the pandemic. Now students are fighting back.

With remote proctors watching them take tests, some worry that even leaving for the bathroom will brand them as cheats.

Students, unions raise privacy concerns about third-party proctoring services at U of T

McMaster students raise mental health, privacy concerns with anti-cheating software

Online law students 'had to use bucket toilet' in exams

13 August 2020

How teachers are sacrificing student privacy to stop cheating

Surveillance software for remote learning is drawing criticism from privacy advocates and lawmakers.

By Sara Morrison and Rebecca Hailwell | Dec 18, 2020, 9:30am EST

The Danish Data Protection Agency severely criticises the fact that the Danish Agency for IT and Learning had not implemented measures appropriate to the subsequently identified level of risk in the Digital Test Guard monitoring programme.

'Creepy' universities are recording students and monitoring their eye movements to stop them cheating as they're forced to take tests in their bedrooms because of Covid-19

Keeping Online Testing Honest? Or an Orwellian Overreach?

The rise of proctoring software to deter cheating alarms privacy advocates. Some students and professors find it invasive, too.



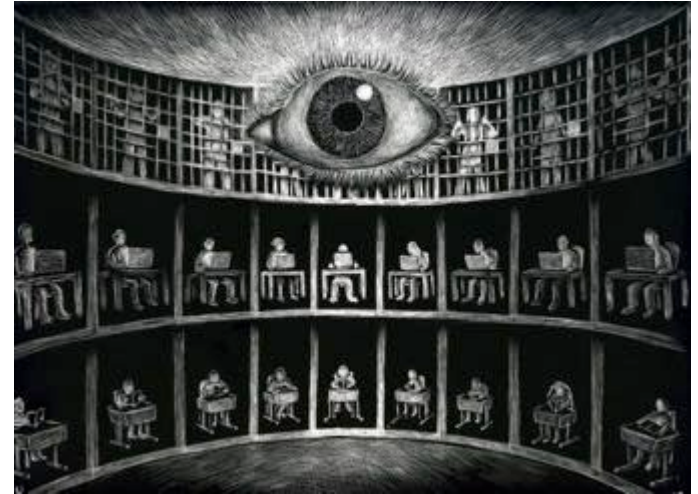
Online Proctoring – Problem or Panacea?

Jeremy Bentham: The Panopticon

- The idea is that there are certain activities that are better conducted when they are supervised

Michel Foucault: Discipline and Punish

- The individual polices him/herself for fear of punishment



Strategies to combat cheating in WISEflow

Level 1

- Plagiarism check (R)
- Desktop/application monitoring (R)

Level 2

- Lockdown (P)
- Standard aids (P)
- Access to personal notes (P)
- Access to online apps and resources (P)

Level 3

- Access to 3rd-party applications via virtual desktop (P)
- Surveillance of virtual desktop and application interaction (R)

Level 4

- Proctoring/facial recognition (R/P)
- Voice and sound detection (R)

(R) Reactive
(P) Proactive

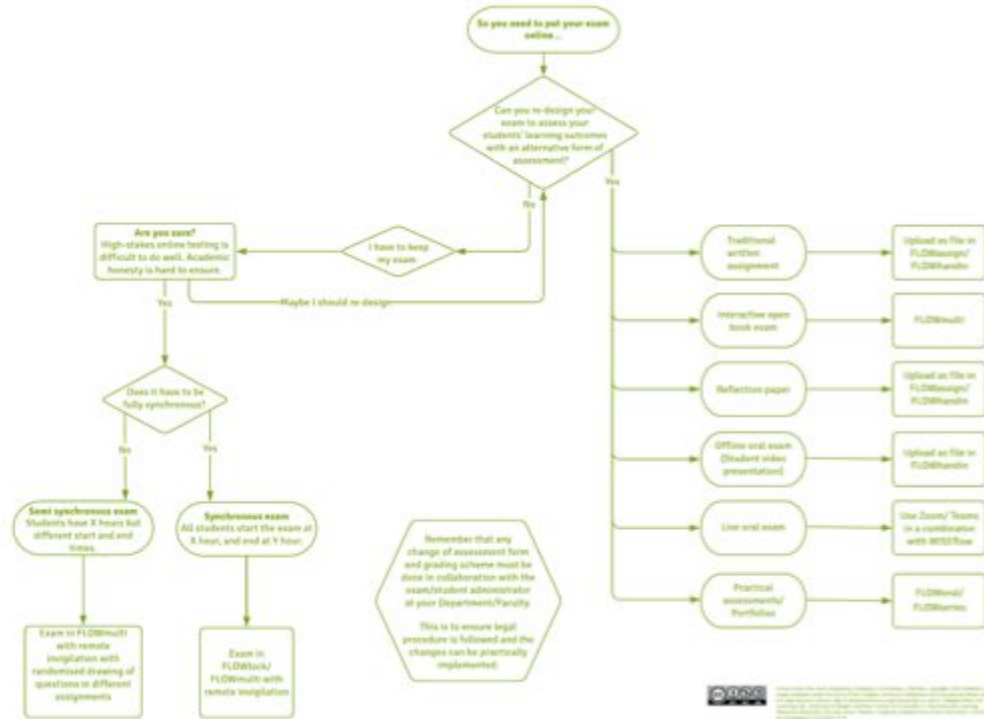
Same challenge – different solutions

Assessment during the pandemic

During lockdown, everyone had to cancel their summative exams or run them online.

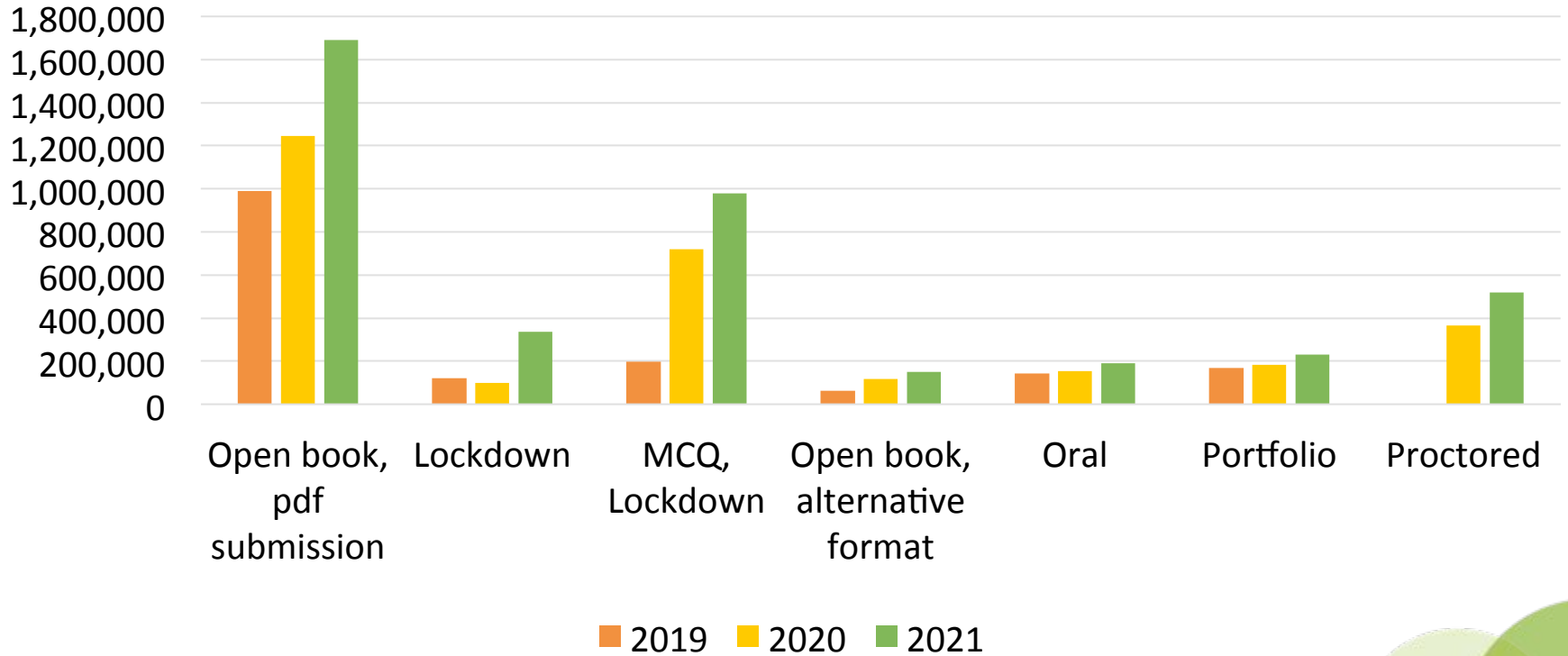
Most HEI chose the latter, facing a choice between.

- Changing as little as possible: transpose closed-book assessment from pen and paper to computer
- Redesigning the exam with an alternative form of assessment



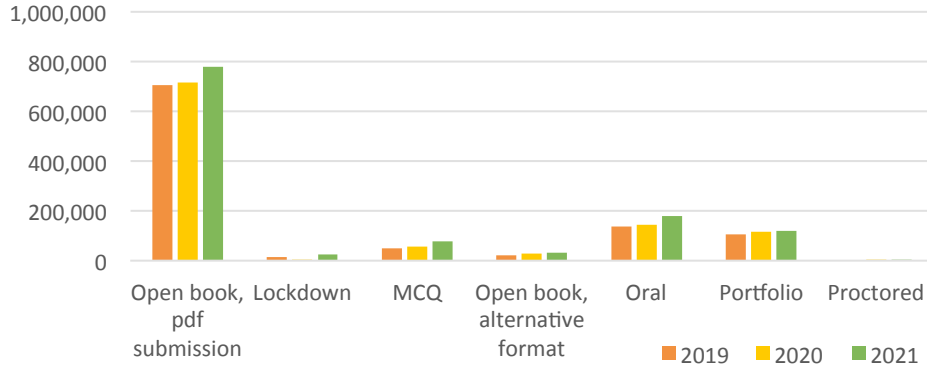
Transformation or natural progression?

Total exams by type

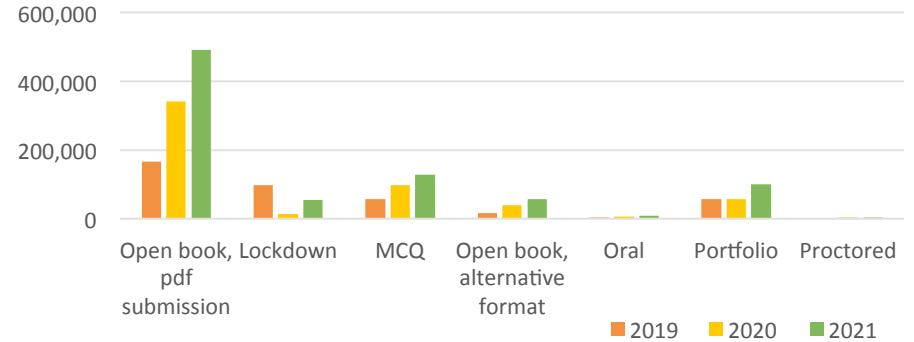


Different approaches within Europe

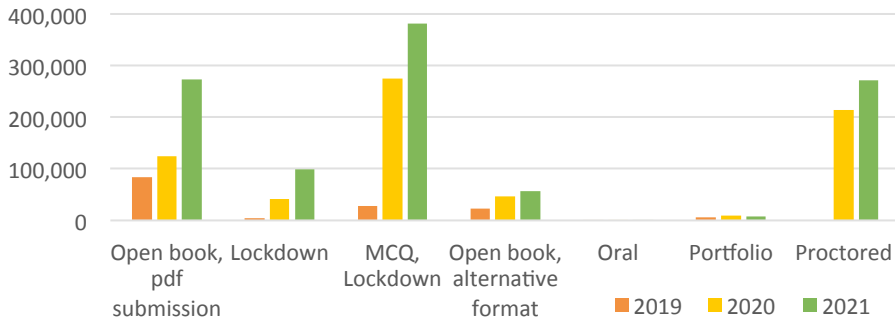
Denmark



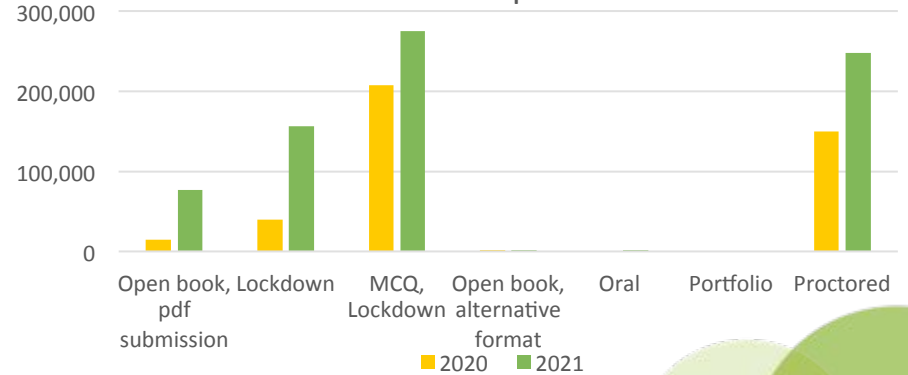
Norway



United Kingdom

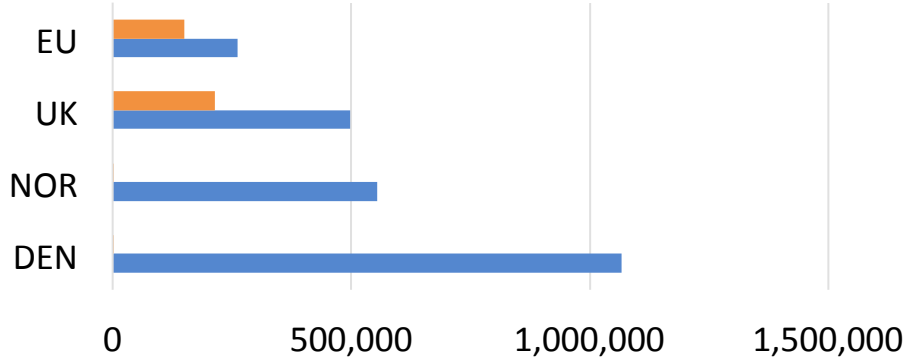


Central Europe



Different approaches within Europe

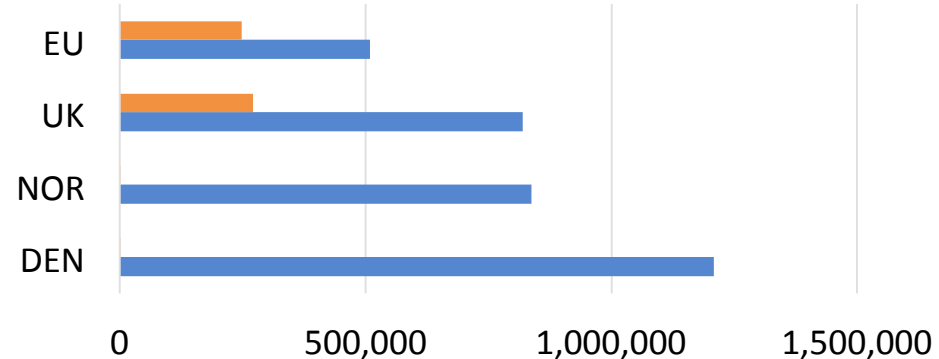
2020



Proctored Exams Total Exams

EU: 57% of exams were proctored
UK: 43% of exams were proctored
DK/NO: 0% of exams were proctored
14.5% of *all* exams were proctored

2021



Proctored Exams Total Exams

EU: 49% of exams were proctored
UK: 33% of exams were proctored
DK/NO: 0% of exams were proctored
14.5% of *all* exams were proctored



Observations & trends

- Countries/institutions with a high prior adoption rate and experience of digital assessment moved towards open-book exams/alternative digital assessment formats
 - Post-covid, they seem to revert to face-to-face invigilation
- Countries/institutions with no/little prior experience of digital assessment at scale reproduced the pen-and-paper exam in an online format (in a way, taking the greatest leap)
 - Post-covid, they have continued with online invigilation
- Large-scale rollout managed in weeks, which previously took years – proving that “necessity is the mother of invention”

Preliminary conclusions

Chosen path seems to be governed by:

- The level of previous digitalisation
 - The more digitised and experienced with digital assessment, the less inclined to use closed-book/proctored exam
 - The more paper-based, the more inclined to transpose into a similar digital exam format
- The level of institutional autonomy
 - Legislative interpretation (particular regarding data privacy)
 - Professional, statutory and regulatory bodies' level of influence

Thank you!





Questions and discussion



Webinar Session feedback

With thanks from your hosts

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Dr Mathew Hillier,
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Recording available

TransformingAssessment.com

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Next session 4 May 2022

“Designing authentic exam questions”

Raechel Wight

(University of Technology Sydney, Australia)

Reg <http://taw.fi/4may2022>



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