LOCKDOWN TOOLS FOR REMOTE TEST ADMINISTRATION





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BACKGROUND INFORMATION

Due to COVID-19, all classes were forced to move online in March 2020 and online exams became common practice for academic evaluation. This hindered academic integrity policies impractical for in-person learning. Many technological tools, such as lockdown browsers or webcam monitoring, exist to stimulate the strictness of in-classroom proctoring, and to combat or minimize academic dishonesty in the online environment.

no practical system of assessment prevents 100% of academic dishonesty



LOCKDOWN TOOLS

















TESTING ANXIETY

- Remote proctoring can raise anxiety around test-taking.
- Anxiety can be caused by the actual exam and course content, but if we look at just the components of a test environment there are factors that can increase anxiety:
 - ✓ Finding and maintaining a quiet, uninterrupted space, with adequate internet bandwidth.
 - ✓ Being observed.
 - ✓ Students feeling they must limit normal physical behaviors that might be seen as academically dishonest when in reality it may be a behavior used for processing information or to reduce stress.

PRIVACY AND ETHICS OF SURVEILLANCE

- Students feel that their privacy is violated by remote proctoring systems.
 - > The application may be caching or storage of information of the students.
 - > Students, particularly low-income or disabled students, could be uncomfortable showing their living space to others.
 - > Giving over control of their computer's recording devices and some information to an entity not of their choosing.
- Reduce accessibility to students with disabilities.
 - Keystroke logging and remote desktop access software with AI analysis risks flagging disabled students as suspicious based on disability-specific movement, speech, cognitive processing, and use of necessary assistive technology.
 - > Students with disabilities would potentially have to share sensitive medical information.
- Racism and ableism of facial recognition.