

## Lockdown Tools for Remote Test Administration

### Background Information:

When COVID-19 peaked in March-April 2020, educational institutions were closed nationwide in the US to minimize the transmission of the contagious virus. Institutions scrambled to push learning online and provide online system strategies for teaching and evaluation methods to help with this transition. Online exams became common practice for academic evaluation. Many instructors use remote proctoring technologies, such as lockdown browsers or webcam monitoring, to simulate the strictness of in-classroom proctoring. The crisis effectively accelerated the long-term structural changes in how Americans were learning, but hindered academic integrity policies impractical for in-person learning. The popularity of these lockdown tools grew to combat or minimize academic dishonesty in the online environment.

### How Does Online Proctoring Impact Student Learning:

#### 1. Testing Anxiety:

- Remote proctoring could raise anxiety around test-taking, and impact student performance on exams.
- Environmental factors that can increase anxiety during remote testing can include:
  - Being observed.
  - Finding and maintaining a quiet, uninterrupted space, with adequate internet bandwidth.
  - Increased technology complexity needed to complete tasks.
  - Students feeling that 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.

#### 2. Privacy and Ethics of Surveillance:

- 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.
- Reduce accessibility to students with disabilities.
- Racism and ableism of facial recognition.
  - Anyone with a body shape that does not meet the program's expectations can find themselves flagged as suspicious.

#### 3. Challenges in Technology Adoption:

- Students have to download the app. Students run the risk of downloading a counterfeit software which may lead to malicious code. Which could lead to an inability for the student to use their device.
- Low-income students have been flagged for unsteady Wi-Fi, or for taking tests in room shared with family members.

### Resources:

- <https://www.nytimes.com/2020/05/10/us/online-testing-cheating-universities-coronavirus.html>
- <https://cdt.org/insights/how-automated-test-proctoring-software-discriminates-against-disabled-students/>
- <https://myhomeworkdone.com/blog/how-to-cheat-with-respondus-lockdown-browser/>
- <https://eric.ed.gov/?id=EJ1191463>
- <https://iteach.msu.edu/iteachmsu/groups/iteachmsu/stories/1354>
- <https://www.newyorker.com/tech/annals-of-technology/is-online-test-monitoring-here-to-stay>
- <https://blog.caveon.com/good-and-bad-of-online-proctoring>
- <https://quod.lib.umich.edu/t/tia/17063888.0039.308?view=text;rgn=main>