Principles for appropriate use of remote invigilation tools

<u>Preamble</u>
With the move to (mostly) online teaching and learning, a number of courses have begun to use software that can support the invigilation of exams remotely. The principles in this document were developed by a working group[1] of students, faculty, and staff to provide guidance on the appropriate use of such tools as one of several approaches to supporting academic integrity.

As with the high-level [Guiding Principles for Fall 2020](), we start from the foundation that decisions about how to adapt courses for an online environment should be grounded in care and compassion for everyone involved in teaching and learning, including students, faculty, TAs, and staff. These principles also focus on transparency, keeping students informed about the purpose and functionality of remote invigilation tools, and recognize that accessibility and flexibility are key, as not all students will have access to what is required to use these tools.

Students have expressed significant and reasonable concerns about some forms of remote invigilation, especially the use of Proctorio. [2] Due to technical difficulties, equity concerns, privacy concerns, ethical concerns and more (as discussed below), students have experienced additional levels of stress when writing examinations. These concerns should be taken seriously and addressed to the greatest extent possible in decisions about whether and how to use such tools. At the same time, there are important reasons for using remote invigilation tools in some courses and programs, such as for accreditation requirements, and to promote academic integrity.

Academic integrity is for the collective benefit: It supports the value and integrity of a UBC degree for students, the university, and those outside the institution. Though academic integrity can be supported in multiple ways, some of which are discussed below, invigilation of exams taken online can, in some cases, be a necessary part of a suite of efforts. **We recommend considering other approaches to academic integrity first, however, and limiting the use of remote invigilation tools where possible.**

There are three centrally-supported software tools for remote invigilation at UBC:
- [Proctorio]()
- [Respondus Lockdown Browser]()
- Invigilation through [Zoom]()

The principles below apply to all of these tools (as well as others that may be used in particular Faculties), but most are related to Proctorio. Proctorio is one approach to addressing concerns around identity verification, preventing the use of prohibited materials, the receipt of unauthorized assistance, and unauthorized duplication of exam materials. However, it is important to recognize that Proctorio, like any other tool, cannot entirely solve these issues; there are ways to get around the controls of any tool. While recognizing that the vast majority of students will not resort to such measures, raising student awareness of academic integrity in the context of remote exams can help to inhibit low-effort, and possibly unintentional, breaches.

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[1] Membership: Dante Agosti-Moro, Steven Barnes, Simon Bates, Kieran Forde, Christina Hendricks, Shivani Mehta, Stephen Michaud, Peter Ostafichuk, Catherine Rawn, Chanel Soo, Qian Wang, Greg Werker, Georgia Yee, Justin Zheng

[2] Facing student privacy concerns, UBC maintains relationship with Proctorio https://www.ubyssey.ca/news/ubc-maintains-proctorio-relationship/

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Principles

The foundation of these principles is the same as the first high-level guiding principle on the Guiding Principles for Fall 2020 document: **"Approach course adaptation decisions with a commitment to compassion and care for everyone involved."** This includes focusing on how decisions impact wellness, including that of students, TAs, faculty, and staff. With that in mind, we offer the following principles:

1. **Take students' concerns about remote invigilation seriously and weigh them carefully in the decision of whether to use these tools or not, which tools to use, and how they are implemented (e.g., through instructor-controlled settings).**

    a) Remote invigilation tools can lead to added stress for students beyond what they might otherwise experience in an in-person exam, which can affect their performance. For example, with Proctorio (or tools with similar functionality), worries about being 'flagged' for behavior that may be acceptable in an in-person exam (e.g., looking away to think or use scratch paper, going to the washroom), or that aren't under one's control (e.g., students having to work in spaces where family members are making noise in the background or technical problems during timed exams) can add significant additional stress during an exam.
    b) Having cameras (and sometimes microphones) on during an exam, while students are in their living spaces, also raises privacy concerns since instructors and other students wouldn't otherwise be able to see these spaces or hear what is happening in them.
    c) Consider how remote invigilation tools may create additional barriers and introduce inequities in the online learning atmosphere. Algorithmic remote proctoring software may disproportionately flag students with disabilities and health needs and students with dependents. In addition, there may be access issues for students in rural communities with limited internet access, and students of ethnic backgrounds that differ from the data set the algorithm is based off of may face difficulties entering exams. Refer to Principle 10 regarding supporting students who are not able to use the tool due to accessibility issues. Take students' concerns seriously to foreground equitable and accessible assessment methods.

2. **Take a balanced approach to maintaining academic integrity rather than only focusing on enforcement,** including:

    a) Have meaningful conversations with students around the importance of academic integrity,
    b) Always assume learning is the key goal rather than that students will make every attempt to engage in academic misconduct when they can.
    c) Learn about ways to re-design courses and assessments to promote integrity and reduce or eliminate the need for remote invigilation. One-on-one consultations with learning designers at CTLT are available through the Online Teaching Program, and they can help provide suggestions and advice for redesigning assessments for specific courses. See also:
        *   High-level principle 5 in the Guiding Principles for Fall 2020 courses document
        *   Alternatives to remotely proctored exams on the Keep Teaching website, including a longer guide to Alternatives to In-Person Exams.
        *   CTLT's Online Teaching Program (OTP) module on assessment, and resources from a workshop on academic integrity during the OTP
        *   Video of workshop from UBC Skylight on academic integrity

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- [Suggestions from the Remote Assessment Guidebook](#) (Peter Ostafichuk, UBC)
- [Academic Integrity Faculty Resources](#) (multiple UBC authors, UBCV Learning Commons)
- E-CORE [Guide to Academic Integrity in Remote, Un-proctored Exams](#) ([Engineering Collaboration for Online and Remote Education](#), Canadian Engineering Education Association)

3. **Carefully consider whether any alternatives for promoting academic integrity can meet the needs of your course** before deciding to use tools for remote invigilation. While such tools may be used to fulfill accreditation requirements in some programs, where this is not the case, prioritize using alternatives where possible. Consider asking students for suggestions on how to promote academic integrity, and see 2(c) above for resources that discuss alternatives, such as:
   a) Redesigning assessments so that students must synthesize and apply information rather than only recall it; this may allow for exams to be "open book"
   b) Reducing reliance on high-stakes exams in favour of multiple smaller-stakes assessments
   c) Discussing with students why academic and scholarly integrity is important, how it works in your discipline, and how they are joining a scholarly community that is guided by integrity principles
   d) Sharing with your students a new UBC module on Canvas, [Introduction to Academic Integrity](#) (link to enroll in the module on Canvas)

4. **The decision to use remote invigilation tools, as well as the responsibility to communicate the rationale for doing so and how they work, should not be left to TAs**; this must be done by the instructor(s), course coordinator(s), department heads, or others responsible for the design and / or delivery of the course.

5. **If remote invigilation tools are to be used in a course, this should be stated in the syllabus, with a rationale provided for why that approach and tool was chosen.** An explanation of pedagogical choices is always valuable, and this allows students who do not wish to use tools like Proctorio to drop the course if they can. Be sure to return to this rationale in communications to students throughout the term, particularly shortly before exams.

   Some example language is provided below, with further examples in Appendix 1.

   Sample Paragraph for Syllabus: *This course uses Proctorio for Midterm #1, Midterm #2, and the final exam. This tool was chosen in order to address accreditation requirements and maintain academic integrity for tracking academic progress of individual students. For more information, please refer to the [UBC Proctorio Student Guide](#). If you require accommodations for accessibility needs or technical/connectivity issues, please contact the Centre for Accessibility or your Enrolment Services Advisor.*

6. **Schedule a practice test using the tool before the drop deadline,** to allow students a chance to test whether they have the necessary equipment and network capability and to get familiar with the process. See the Proctorio Instructor Guide for more suggestions on practice exams using Proctorio.

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7. **Be sure to schedule enough time for setup and possible technical issues during an exam with remote invigilation tools.** As noted on the [UBC Proctorio Instructor Guide](#), let students know that you will add extra time to the "time limit" setting (the amount of time students will have to complete the exam once they start), and at least 30 minutes to the "available from/until" setting (the amount of time the exam will be open until it auto-submits).

   a) Include language about how students can get support outside of Proctorio or Lockdown Browser, such as if they have questions about interpretation of exam content or an impactful typo in a test question, for which students may need real-time support. Who do students contact and how quickly can they get the answers they need?

8. For remote invigilation through videoconference (e.g., Zoom), students must not be asked to show their ID card with their full student number, since each student can see all others in the room. An alternative is to ask them to hold up their card to the camera with the first half of the number covered. UBC Skylight has detailed [guidance for invigilating exams using Zoom](#), including several options for identity checks.

9. **Explain to students as clearly as possible what the tool does and what that means for them during and after an exam.** Focus on providing information in order to reduce stress where possible. For example, for Proctorio:

   a) Share with students the [UBC Proctorio Student Guide](#), and information and instructions in the Instructor template in the [UBC Proctorio Instructor Guide](#) (which covers some of the suggestions below).

   b) Proctorio offers a range of settings; choose the least restrictive settings that will fulfill the needs of the course. Be sure to follow the recommendations listed in the UBC Proctorio Instructor Guide for settings to disable, as enabling these settings can cause technical issues for students during exams.

   > **NB**: Ensure "Re-entry" is allowed in settings. If technical or connectivity issues disrupt a student's ability to complete the exam (e.g., connection drops, computer shuts down, etc.), only Proctorio staff (and only if "re-entry with agent" has been selected by the instructor) can reset the exam and allow a new attempt. Prepare to provide support if a student encounters difficulty re-entering the exam, and be sure to let students know whom to contact and how to help them re-enter if needed.

   c) Explain to students:
   - Proctorio is FIPPA compliant, all recordings are stored in Canada, and the encrypted recordings will be deleted after two years.
   - Only instructors (and/or TAs, depending on what is the case for your course) have access to watch the video; as noted on the [UBC Proctorio Instructor Guide](#), "no person at Proctorio can access the recordings or data, as they are stored using zero-knowledge encryption, meaning Proctorio does not have the key to decode the encryption."
   - What a "flag" on the video means, and that any flags must be reviewed by the instructor (and/or TA) before any interpretation is made of the flagged behaviour. Remind your students that, even if their file is flagged as suspicious, it doesn't mean suspicious in terms of cheating; it just means suspicions in terms of the enabled Proctorio settings (e.g. unusual

sound, movement etc.). Assure students that Proctorio does not make determinations of academic misconduct. If the course instructor suspects there is sufficient information that academic misconduct has been committed (e.g. using prohibited materials or discussing the exam with another person), the normal UBC policies apply and an investigation is initiated before any determination is made.

- As noted in the UBC Proctorio Instructor Guide "Share your expectations with students about what usual behavioural activities you will anticipate and accept..., such as fidgeting, stretching, not looking directly at the exam the whole time, etc."; and "Clarify procedures around washroom breaks, using scratch paper, or any other needs specific to your course." Many students are understandably worried that they will be flagged for behaviours that appear suspicious but are actually incidental to writing the exam or out of their conscious control. It is important that you explain to them how Proctorio works and reassure them by explaining the post-exam review process.
- Note that when students log into Proctorio, they may get a message from the software that is not necessarily aligned with what the instructor has told them about what they can and cannot do during the exam. Explain to students that where there is conflicting guidance between the instructions provided by the instructor and Proctorio, the instructor's instructions/requirements take precedence.

10. **Be sure students know what to do if they cannot use a remote invigilation tool because of technical, geographical, accessibility, or other reasons.** Pay attention to the Assignments and Assessments page on the Keep Teaching website for details and updates on technical and other requirements for using these tools.

    a) Students who are having trouble meeting the hardware or network requirements for the invigilation tool should discuss possible alternative assessment options with their instructors
    b) Students experiencing financial barriers to meeting requirements can speak to an Enrolment Services Advisor
    c) Students with disabilities should contact the Centre for Accessibility to find out if they are eligible for online exam accommodations
    d) Tool-specific help resources:
       - Proctorio: see p. 6 of the UBC Proctorio Student Guide, which provides information on how to get real-time help during an exam, as well as outside of exam times.
       - Lockdown Browser: See the Lockdown Browser tool guide on the LT Hub website
       - Zoom: UBC's Zoom Instructor Guide and Zoom Student Guide; see also UBC Skylight's instructions for using Zoom for exam invigilation

11. **Those who are going to be reviewing videos from Proctorio should be aware of good practices for doing so,** including recognizing that some students may be flagged more than others due to things such as their home situations (e.g., living with young children) or health considerations (e.g., needing to get up to use the washroom often). Support and arrangements for disseminating these good practices will vary but can include local expertise (faculty / staff who have used proctored assessments), faculty-based or central support or resources. If TAs are reviewing the videos, instructors should ensure they have this information as well.

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Appendix

AMS of UBC (July 2020); [Open Letter Regarding the Usage of Proctorio](#).
UBC [Letter to the Community regarding Proctorio](#)

Sample syllabus regarding remote invigilation –

1. Utilize wording / information from the [Proctorio Instructor Guide](#)

2. Sauder have provided information at 3 different points for their PMBA program:

   1. Program Opening/Orientation: the School gives verbal introduction to online exams and Proctorio

   2. When first courses begin: the program office posts an "Introduction to Proctorio" announcement on the cohort's Canvas site

   > As mentioned at Residency 1, your PMBA final exams will be proctored online by a service called Proctorio Secure Exam, embedded in Canvas. Proctorio is used across UBC to proctor online exams, and is fully compliant with BC's Freedom of Information and Protection of Privacy Act (FIPPA). *During exams,* it will record your screen, webcam, and microphone, and produce a report for RHL to review following the exam.

   > Please be aware that prior to taking the exam, Proctorio will ask for permission to access your webcam and microphone, and that you will need to disable firewalls/malware detection programs on your computer. You may also notice high CPU usage while Proctorio is running – this is normal. *After each exam, you may uninstall Proctorio if you wish.* In order to prepare to take your exam, you must complete a Technical Check practice exam located here, so that you can test your equipment to ensure that it is ready for the exam day, and so that you can get the full experience of taking the exam (instructions are below).

   3. Prior to an exam, the instructor posts on their Canvas course site a reminder about Proctorio

   > As you know, the BABS 550 final exam will take place on <date & time>. The exam will be 125 minutes long. You will be taking this exam remotely from a location of your choice, and your exam will be proctored online by a service called Proctorio Secure Exam. Proctorio is embedded in Canvas, and will record your screen, webcam, and microphone. Here are the exam rules:

   - This exam is open book: multiple monitors will be allowed. Blank sheets of paper, pen/pencil, calculators, physical notes, textbooks, and external websites are all allowed. You may not communicate with anyone during this exam. Proctorio will also enforce a room scan, where you will need to rotate your webcam 360 degrees to record your testing environment. Note: the room scan will occur at the beginning of the exam, and we have provided an additional 5 minutes of exam time to account for this.

   - You may take bathroom breaks during the exam. Please announce (by speaking out loud) your intention to take a bathroom break before leaving the room and be aware that time spent outside of the examination room should not exceed 5 minutes.