A Faculty Guide for Selecting and Using Proctoring Software

As a faculty member, you are concerned about academic integrity in the courses you teach, and may be requesting the use of artificial intelligence (AI) based remote proctoring software for your online courses. We have created this guide to help you understand some of the concerns about remote proctoring so they can inform your decisions on if and how you will use a remote proctoring tool. This guide also provides resources to assist you with your assessment plans and best practices for remote proctoring solutions.

Concerns to Consider Before Deciding on a Remote Proctoring Solution
Students, faculty, and technology experts in the US and other countries have raised concerns about the use of remote proctoring solutions, especially those that rely on artificial intelligence (AI). In response to these concerns, some universities have discontinued the use of some remote proctoring software. Commonly cited concerns include:

- **Privacy:** The electronic surveillance of homes and the encoding of location information can make some students feel vulnerable, and critics have questioned how secure the data collected is.
- **Anxiety:** Test performance tends to go down as anxiety levels go up and, for some students, simply knowing they are being electronically surveilled increases their anxiety level. Students may also worry that they will inadvertently make a movement that will be flagged as "suspicious" by the remote proctoring software.
- **Technology Access:** Proctoring solutions work on the assumption that all students have access to the technological tools needed to participate, including a stable wifi connection, a laptop or desktop computer, and a working webcam (and a quiet space in which to work, free from activity that might set off flags in the system). However, not all students have access to this technology away from campus.
- **Equity:** Algorithm-driven AI proctoring solutions treat some students whose bodies do not conform to an 'ideal' as inherently suspicious. These tools have had difficulty recognizing students with darker skin tones, for example, and

the normal movements associated with certain motor neuron diseases can be read as suspicious behavior.

Faculty should take these concerns seriously as they can potentially impact learning environments and student success. Click here to read more about the concerns with the use of surveillance applications for proctoring in educational settings.

FAQs

Q: I am aware of the issues with remote proctoring software but I am concerned about students cheating in my class. What can I do to minimize cheating?

    A: Consider adopting some of the following evidence-based practices for promoting academic integrity:

- Redistribute large, high-stakes exams/assessments to frequent, lower stakes assessments. Lower stakes assessments reduce students' anxiety and provide opportunities for students to practice what they are learning, which increases their retention. For suggestions on lower stake assessments for classes of all sizes, click here.
- Develop authentic, disciplinary assessments that require students to apply what they have learned to complex real-world situations. Read more about authentic assessments and see some examples here.

Q: I understand that traditional exams and tests are more difficult to administer in an online environment. What alternative assessments could I use instead of traditional tests and exams?

    A: It is important to think about the type of learning that your assessment(s) invites your students to demonstrate. You can use Bloom's taxonomy to help you identify the desired learning outcomes for your course and/or assessment. Here is a helpful resource to help you think about whether alternative assessments might be appropriate for your class. For assessments geared towards higher order cognitive learning outcomes, there is a wide range of alternative forms of assessments that would meet the goals of your assessments. A few strategies for using alternative assessments in large enrollment classes are available here.

    If you would like some help thinking through these assessments to find one that works for your class, schedule an appointment to meet with a consultant at the CAT.

Q: I want to use the *Canvas* quiz feature to administer tests in my class. How can I minimize student cheating on these tests and quizzes without using live or AI proctoring?

A: You can use the security settings in *Canvas* to minimize cheating on quizzes. See ['Quiz Settings to Maximize Security'](#) for more information.

Q: I understand the concerns with using remote proctoring software but still need to proctor my exams. Can I use *Zoom* for remote proctoring in my class?

A: Yes, you can use *Zoom* to proctor exams/tests in your class. Proctoring with Zoom is very similar to proctoring in an in-person setting. You could also use *Microsoft Teams* if that is your preferred video-conference application. This ['Exams with Live Zoom Proctoring'](#) guide provides instructions for setting up and using *Zoom*. Using a lockdown software such as ExamSoft to increase security (if your college provides this software) when proctoring with *Zoom* or *Microsoft Teams* can add an extra layer of security. Read more about how you can use *Zoom* for proctoring [here](#). In large classes with TAs, you might consider dividing the class among a number of breakout rooms in order to effectively proctor an exam. Proctoring with *Zoom* is a good alternative for situations where you may want your students to have the experience of remote proctoring and you do not require student identity verification.

Q: I understand the concerns, have reviewed other options, and feel I have no choice but to use AI remote proctoring software. How can I plan to use the software responsibly?

If you decide to use AI remote proctoring software in your class, planning is essential. At Temple, the software available to you is *Proctorio.* Consider the following when planning to use *Proctorio*:

1. **Communicating with your students:**
   ○ The [Fall 2023 Syllabus Guidance](#) includes language (see page 3) that you can add to the course syllabus so that students will know from the onset that remote proctoring will be used in the course.
   ○ Be sure to explain to students how the proctoring software works and why it is important to use it in this course. It may be necessary to have this conversation before each exam/tests where the proctoring software will be used.
   ○ Discuss with your students how you will deal with flags, and address any other concerns that they may have with the use of the software.

2. **Assessing Technology needs:**

- Because not all remote proctoring software works on mobile devices, it is important to make sure that your students have the technology they need (laptops, computers, etc.). We recommend that you administer a survey at the beginning of the course in which you ask your students about their technology needs, and anything else that may impact their participation in class activities. Refer students who lack the necessary technology to the [Student Technology Assistance Application](#) (limited resources are available).

3. ***Plan Accommodations for Students Who Cannot Use Remote Proctoring Software:***
   - You may have students who are not able to use remote proctoring software for whatever reason. Think about what options you will make available to these students. For example, you can offer to proctor the exam via Zoom, or have the student take the exam orally. You may arrange for a student to take an in-person exam where applicable that is monitored by an instructor or TA. Contact the CAT for more guidance on accommodations for students.

4. ***Provide clear instructions and guidelines:***
   - Provide clear guidelines to students for how the remote proctoring software will work and what the students should do if they encounter any issues or problems.
   - It is best practice to have students take an ungraded practice/mock quiz with the remote proctoring software that you will be using for your class. The practice session is important even for students who have used the software in other classes because settings will differ and there may be new updates. An editable mock quiz is available to download in Canvas. You can submit a TUHelp ticket to request it.
   - Let students know how you will address behavior that the remote proctoring software flags as potential cheating. For instance, you might explain that you'll review the report and watch the video to determine whether flagged behavior constitutes cheating.

Setting up Remote Proctoring Software to Address Concerns and Minimize Student Anxiety

Remote proctoring software allows you to set options that could minimize some of the concerns noted above.

To alleviate...	Do this
Concerns about racial bias in facial recognition	● Offer students alternative ways to take the exam

Concerns about over-flagging of students because of issues related to neurodiversity, circumstances with their workspace (for example, a parent with young children) or other factors.	● Offer students alternative ways to take the exam
Privacy concerns	● Faculty are not permitted to use the Room Scan feature, nor can they require students to physically turn their computers or webcams to conduct visual scans of their surroundings whether using Proctorio, Zoom, or another method for proctoring exams online.
Student anxiety or concerns about third party remote proctoring	● Assign a practice 'no-stakes' test for all students at the beginning of the class. Software is updated regularly and so it is important to make sure that students have the most updated version before they take a test or exam. ● Reduce severity on metrics such as 'audio levels', 'head and eye movement', and 'leaving the room.'
Internet connectivity issues	● Select 'Allow Re-Entry' in settings

Accessing Proctorio
To enable *Proctorio* for your class, you will need to submit a helpdesk ticket to request access to this software. Click here for details.

Additional Resources
Check out the resources below to read more about the concerns related to the use of remote proctoring solutions.
- Our Bodies Encoded: Algorithmic Test Proctoring in Higher Education

- Instead of Surveillance, Try an Ethic of Care

- University will stop using controversial remote-testing software following student outcry

- Students Are Pushing Back Against Proctoring Surveillance Apps

- In Defense of Ian Linkletter (Hypothes.is)