

## Considerations for Remote Exams and Assessment

Moving face-to-face proctored exams to an online format requires modifications beyond the transfer of the exam content to Canvas. Consider test length, time for downloads and uploads, resources students will need, testing accommodations, as well as the irregular testing environment and technology limitations of students as they are engaged in the online assessment.

**Proctored Exams.** Traditional timed, proctored exams are possible using the tools available in Canvas and the remote proctoring tools of Respondus LockDown Browser and Respondus Monitor. Detailed information about those tools can be found in the 4Help Knowledge Base:

[Respondus LockDown Browser](#) initiates a 'hold' on a web browser window so that no other windows can be opened during testing.

[Respondus Monitor](#) activates a webcam to record the student taking the test. This AI approach does not include a live proctor but does result in a video recording that is flagged when something or someone enters or leaves the webcam frame. Faculty suspecting academic dishonesty can review and comment on the recorded videos after the completion of the test.

**Limitations of Proctored Exams.** When using proctoring software, faculty should remember that proctored remote exams:

- Are often more stressful for student than in-person proctored exams, which can negatively impact student performance.
- Require advanced planning and setup for the instructor and student, and additional work for the instructor after the exam, as Respondus Monitor can generate many "false flags" that must be manually reviewed.
- Require students to have access to the appropriate technology, including reliable internet, laptop, and webcam. *Current Virginia Tech computing requirements do not include a webcam.*
- Require faculty to plan for what to do if the service crashes during the exam or if students lose connectivity. (Communication is made more difficult because students are in LockDown.)
- Prompt student privacy concerns with the use of a third-party recording tool. Although Respondus was vetted by the university, COVID-19 has required the move to online education; therefore, the students experiencing the third-party monitoring systems did not agree to remote instruction when they registered, unlike students who registered for online courses. Instructors will need to make accommodations for a student who raises a privacy concern and offer an alternative assessment.

**Alternatives to Timed, Proctored Exams.** Begin with the student learning goals when considering alternative assessments: What do you hope students will be able to demonstrate by the end of your course? In what ways can they demonstrate their skills and knowledge?

The [Center for Excellence in Teaching and Learning \(CETL\)](#) has more information about [alternative assessments](#), such as series of quizzes with randomized questions, open-book assessments, professional presentations, annotated anthology/bibliography, peer- and self-review, e-portfolio, and others. In addition, CETL has identified [specific alternative assessments for quantitative or technical fields](#), such as including more conceptual questions in online exams, asking students to identify errors in a proof or computation, avoiding questions that consist of simple computations, and other suggestions.

Technology-enhanced Learning and Online Strategies (TLOS) has further information about [how to implement various assessment strategies in online environments](#).