Invigilated assessment @ PolyU in times of a pandemic

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• What the research suggests
• eAssessment projects at PolyU
• Proctoring experiences and guidelines at PolyU
What the research suggests

“Today’s students prefer online examinations compared to paper exams” (68.75% preference online vs. paper-based)

“Students believe online examination allows a more authentic assessment experience”

“The majority of students perceive that the online examination environment makes it easier to cheat”

“Academics reported that their biggest concern with using online examinations is the potential for cheating…. The reliability of the technology is the second more critical concern of academic staff.”

Project background 1: eAssessment Solutions @ PolyU

- TDG-funded 2-year initiative
- Colleagues from PolyU’s Educational Development Centre plus academic staff
- Local and international benchmarking
- Main deliverables: repository of eAssessment approaches, tools and strategies for formative and summative assessments
- Current experiences have led to two main threads to explore:
  - Online proctored examinations (see Project background 2 later in presentation)
  - Alternative forms of eAssessment such as continuous assessment, project work, live presentations and so on
- Working on guidelines for teachers, students and departments on how to successfully plan an assessment structure that incorporates both traditional and ‘alternative’ approaches while maintaining academic integrity
- Hopefully – collaborative online session upcoming! 😊
A model for classifying eAssessment interventions

Using the SAMR model for categorizing forms of eAssessment (Substitution, Augmentation, Modification, Redefinition: Puentedura, 2006)

Redefinition: Tech allows for the creation of new tasks, previously inconceivable

Modification: Tech allows for significant task redesign

Augmentation: Tech acts as a direct tool substitute, with functional improvement

Substitution: Tech acts as a direct tool substitute, with no functional change
Project background 2: Online Proctored Assessment and Academic Integrity

- VTL 2-year initiative
- Colleagues from PolyU’s Educational Development Centre plus academic colleagues
- Local and international benchmarking
- Main deliverables:
  - A repository of online proctored assessment approaches, tools and strategies for multiple assessment scenarios
  - Guidelines for teachers, students and departments on how to successfully plan an assessment structure that incorporates online proctored examination approaches and tools while maintaining academic integrity
- Initial testing has shortlisted 4 products: Respondus, HonorLock, Examus, Proctor Exam
  - Conducting first round of reviews revealed 2 areas of concern for teachers – usage of a second camera/device and PolyU staff involvement in the proctoring sessions
PolyU implemented a home-grown invigilation system of Zoom plus Blackboard Assignment, with the potential to add a handwritten element if necessary. We surveyed teachers after each cohort of invigilated online exams and comment on the following:

• ITS, AR and EDC produced a ‘suggested system’, guidelines, training

• The vast majority of teachers reported that ultimately, the process ran smoothly, with more smooth-running reported by each subsequent cohort

• Running discourse analysis on teacher feedback, the area of most concern shifted from ‘Student mishaps/incidents/accidents issues’ to ‘QA/academic integrity issues’, with ‘Measures taken/suggestions made by departments issues’ the second most common area across cohorts

• Changes implemented in the process as a result of feedback include:
  • Increasing the invigilator: students ratio to ease the burden on departments
  • Extra scheduled time for ID checking
  • Reduction of number of devices needed by students
• Teachers advised to pursue alternative arrangements – CA, take-home, projects etc.

However, for those who must use online invigilated exams:
• Zoom in Blackboard/Teams
• Bb Assignment suggested as the standard tool
• Students join the session before the exam starts for ID check (time TBC by departments)
• Suggested one invigilator for 25 students
• Webcam (external, on the side) for monitoring students during the exam, extra device (e.g. phone) to take a photo of handwritten scripts if necessary
• Full mock exam beforehand to identify any potential problems
• Ongoing support from AR, ITS, EDC – evidence that increased familiarity with the process leads to fewer issues