

## Alternatives to Remote Proctored Exams

Lower the stakes by revising all-or-nothing exams. There will always be methods for students to get around true assessment of their knowledge and skills, and there are plenty of ethically-questionable companies willing to help them cheat. But some techniques may help lower the stakes so that students are less likely to consider throwing academic integrity out the window. Consider using one or more of the following to move away from high stakes testing:

- Before deciding on an alternative, review *what* you are trying to assess - multiple choice tests assess recall (lower-order thinking); essays assess analysis and evaluation (higher-order thinking); problem-solution projects assess application and creation (higher-order thinking). Also ask what cognitive skill needs to be assessed - recall/application/analysis/evaluation/creation? Or a combination of these?
- Formative assessment provides profiles of student work making it useful over time to see dramatic changes in student performance (leading one to believe it is not original work), use in combination with summative assessment
- Allow students to use resources that professionals in the field would likely access in their work and not make students memorize items that they would look up when they are employed in the field; this is recall vs solving a problem by knowing how to access resources
- Create fewer questions per test, but more tests per time period to lower the desire to cheat
- Place time limits on tests so it's not possible to do open-book
- Create question pools and draw from the pool to create several versions of the exam, random assign students to different versions
- Randomize question answers and/or question order (don't use "all of the above" or "none of the above")
- Mix types of questions instead of using all multiple choice, such as fill in the blank or short answer. If you are considering essay questions, use the Assignment tool in Blackboard to take advantage of the built-in plagiarism checking tool (SafeAssign)
- If you are using exams to assess skills, consider:
  - Using interactive video and audio for real-time performance-based assessment
  - Using student-recorded video/audio for asynchronous performance-based assessment (skill demonstration used in some health sciences and nursing programs)
- Use an interactive video/audio application with recording to faculty-proctor an exam with small student groups
- Enlist other faculty as proctors for each other's online exams; enlist adjunct faculty as proctors
- Use small group or one-to-one recorded interviewing to assess conceptual understanding, analysis, or evaluation skills
- Use case studies to replace portions of an exam

- Allow open-book when testing a student's ability to apply concepts to novel situations - particularly if the textbook does not have real-life examples from which they can draw answers
- Use a metacognitive approach, asking them to explain their thinking when working through problems
- For any tests requiring mathematical calculations, have them show their work toward an answer
- Have group work that includes opportunity for peer review of other students' performance or activity (with a grade for providing a peer review that meets rubric standards) - peer reviews are difficult to cheat