ALTERNATIVES TO PROCTORING

Sometimes your students are unable to use traditional or online proctoring solutions due to a lack of a webcam. In these instances, alternative assessment strategies can be a strong solution. Below are assessment strategies that encourage academic integrity without the use of a webcam or proctor.

STRATEGIES FOR HIGH ENROLLMENT CLASSES

The following assessment solutions may prove effective in courses with high enrollment numbers.

USE QUESTION BANKS

Question banks can be split up by topic, chapter, and skill level, so there is an even distribution of questions among students (so one student doesn't get all the hard questions while the other students get all the easy ones).

Once you have your question banks, use question groups to add questions to a quiz and randomize them. When linked to a specific question bank, question groups pull questions from that bank. By using this method to add questions to your quizzes, each student will get a specified number of questions pulled from the bank at random. When implementing this, the number of questions in your question banks should be much larger than the amount that you're using for the quiz. For example, if you want 10 questions added to the quiz, your bank should include 30 or 40. By adding more questions to your question bank, you minimize the chances that students end up with the same questions. Randomizing questions also ensures that they do not appear in the same order from student to student.

STEP BY STEP CANVAS GUIDE: HOW DO I CREATE A QUIZ WITH A QUESTION GROUP TO RANDOMIZE QUIZ QUESTIONS.

SHUFFLE QUESTION ANSWERS IN CANVAS QUIZZES

Canvas has a feature that allows you to shuffle the order of the answers to a multiple choice question. When this method is used, wording such as "All of the above" or "B and C" should be replaced with something like "All options presented," etc. (you can do this in your question banks).

TIMED EXAMS

The exam must be taken on a specific day between X and Y times, instead of a 24-48 hour window where one student can take it and then share their exam. It is also important to specify/limit how much time is allowed for students to complete the exam/quiz.

LIMIT THE NUMBER OF ATTEMPTS

A way to secure an exam is to only allow students to take the exam once. In the setting of a Canvas quiz, there is an option to edit the number of attempts a student has on a quiz. In Canvas settings, you can "uncheck" the *Allow Multiple Attempts* which will only allow the student to take one attempt. If you want to allow a second attempt, you can restrict access to the quiz responses/answers on their second attempt.

LIMIT FEEDBACK OPTIONS

Do not show students the questions/answers after test completion. This will only show the score that they earned. You also have the option to share the test feedback after a specific date/time (once all tests are complete).

CUSTOMIZE THE QUESTION DISPLAY

In the Canvas quiz settings for any quiz you have created, set questions to display one at a time. In this view, students will only be able to focus on the current question and will not be able to see or edit previous answers. Use the checkbox to select and activate this option before saving the quiz.

DEVELOP OPEN-BOOK STYLE QUESTION

Provide an exam that allows for open-book, in which answers to the questions would have to be interpreted or analyzed. This also assures that they know the text well enough to be able to respond. However, this also requires you to verify the responses.

CREATE SCENARIO-BASED QUESTIONS

Provide questions that feature scenarios applicable to the content within your course. You can draft multiple questions related to one scenario. These can be included in a question bank from which a group can be created to pull from that bank for randomization. When you're doing this, it's advisable to create more questions than the number that will be pulled in.

STRATEGIES FOR SMALL-ENROLLMENT

The following assessment solutions may prove effective in courses with smaller enrollment numbers. They may involve a little more of your time, but have the potential to yield robust responses.

PROJECT-BASED ASSESSMENTS

Create a list of topics (case studies, scenarios, etc.) and then assign one or more students to a topic. Each group (or student) has a unique topic and presents the topic (PowerPoint, webpage, video, etc.) Projects are a great way to foster active learning and higher-order thinking in your course.

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2 | P a g e

NOTE: WHEN ASSIGNING AUDIO/VISUAL DELIVERABLES, BE MINDFUL OF STUDENT ACCESS TO EQUIPMENT AND PRIVACY. AUDIO/VIDEO SHOULD BE OPTIONAL. NOT ALL STUDENTS HAVE ACCESS TO A MICROPHONE AND VIDEO CAMERA; HOWEVER, MOST HAVE PHONES THAT CAN BE USED TO RECORD AUDIO AND VIDEO.

SHORT ANSWER OR ESSAY QUESTIONS (CRITICAL THINKING/LOGIC-BASED)

These questions typically draw on higher-order thinking skills and require students to showcase a greater depth of knowledge. You will need to review each students' responses to ensure that they accurately respond to/engage with the questions or topics covered. The quiz will be scored/graded when the responses have been reviewed. Canvas Guide: How do I create an Essay quiz question?

RUBRICS

Rubrics can help streamline grading for assessments that cannot be auto-graded by Canvas. All Canvas-created rubrics will automatically feed into the Canvas grade book. Be sure to check "Use for grading" in each rubric settings area if you are using SpeedGrader.

For Assignments: Add a rubric to a Canvas Assignment at the bottom of an Assignment page. Canvas provides a rubric table with criteria, descriptions, and point-scoring options to tailor your grading requirements. Canvas Guide: How do I add a rubric to an assignment?

For Discussions: To add a rubric to a Canvas Discussion, select the three vertical dots in the top right of the discussion page and select "Add Rubric." Create the rubric as directed above.

TURNITIN PLAGIARISM PREVENTION SOFTWARE

Description: Students submit assignments via Turnitin, which checks and reports possible plagiarism within the document. See Turnitin Guides for additional information.

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3 | P a g e