**Faculty and Instructor Guidance on Respondus Lockdown Browser, Respondus Monitor, Respondus Live Proctoring, and Academic Integrity**

Updated July 13, 2022

**Respondus Online Proctoring Tools**:

EIU subscribes to Respondus assessment tools for online learning as a way to ease concerns about academic dishonesty on quizzes and exams in D2L Brightspace. EIU provides access and support for a suite of Respondus products. Respondus LockDown Browser, which locks down the testing environment within D2L Brightspace and prevents students from navigating away from the test. However, when students are taking tests remotely, this option only prevents the students from leaving the browser on the device on which they are taking the assessment; other devices, such as smartphones and tablets, or physical references like textbooks and other course materials may still be used.

To address these concerns, instructors have the option to use Respondus Monitor. Respondus Monitor is an online proctoring application that accesses students' computer microphones and webcams to record them while they take exams. After the assessment is completed, proctoring results – including flagged irregular events – are available to the instructor for further review.

Instructors also have the option to use Respondus Live Proctoring.  This remote proctoring option works with Zoom and Microsoft Teams, and uses LockDown Browser to prevent cheating on the computer itself, while the instructor watches students complete the exam via video conferencing. This method is synchronous and requires the instructor and students to be online at the same time.  Live Proctoring is only recommended for small class sizes where instructors can effectively observe and track students during the exam.

Although these tools can discourage academic dishonesty, no tool, Respondus or otherwise, can completely eliminate the likelihood that a violation will occur. For other strategies, faculty and instructors are encouraged to review Dr. Lu Ding's video, "4 Pedagogical Ways to Prevent Students from Cheating," and to contact the Faculty Development and Innovation Center (FDIC) for specific assistance; an Assessment Strategies Toolkit of internal and external resources is continually updated to supplement direct consultation with the FDIC.

**Should Respondus Resources be Used?**

As remote learning grows at Eastern Illinois University and across institutions of higher education, and has accelerated during the COVID-19 pandemic, the use of Respondus and similar proctoring tools have increased exponentially. However, these tools have also created important ethical issues for colleges and universities. For example, in March of 2021, DePaul University in Chicago was sued due to violations to students' privacy. While EIU subscribes to Respondus Lockdown Browser, Respondus Monitor, and Respondus Live Proctoring, and has a digital biometric policy, instructors who wish to use these tools should do so understanding these concerns as well as consider available options for both formative and summative assessments.

**Issues and Concerns with Remote Proctoring Programs:**

The algorithms used for facial recognition in online test monitoring may introduce bias when highlighting potential concerns, with a greater likelihood of flagging students of color. Other concerns of bias include students who have medical conditions, members of the gender and sexual diversity community, students with documented learning disabilities, learners with mental health issues, those with physical disabilities, living in remote areas with slow or unstable internet connectivity, students relying on public computer labs on campus, and those from lower socio-economic statuses. Faculty and instructors are encouraged to keep these issues in mind and be aware that an exam indicated by Respondus is not sufficient evidence of academic dishonesty. Flagging may reflect the limits and biases of AI facial recognition software to identify the student in the frame, or other factors considered "atypical" such as loud noises caused by medical equipment or assistance devices, movements related to medical conditions, use of public computing facilities, and/or children or household members nearby.

**Related Topics for Faculty and Instructor Consideration**:
*Student technology resources:*

As detailed in the FDIC Online Course Development Institute (OCDi), best practices for online courses and assessment procedures include universal design principles and adhere to the Illinois Information Technology Accessibility Act (IITAA). Other points to consider include:

- Do all students have the technology needed to run the Respondus programs?
- Are students able to take the exam using a laptop or tablet with a webcam for Respondus Monitor?
- Do student devices meet the operating system requirements for Respondus LockDown?
- Do students have high enough internet connectivity to allow video recording through Respondus Monitor?
- Do students have a private space in which they can engage with assessment free from distraction?

Results from a recent survey from the Institute of Higher Education Policy found that, among other issues, broadband internet access and availability of appropriate devices (i.e. laptop or desktop computers rather than cell phones) create significant barriers to academic engagement. The Center for Student Innovation (CSI) in the Booth Library has a technology check-out system through which students with inadequate technology can secure equipment to meet the demands of their coursework.

*Educational technology and study services:*

Correlated with the increased use of online and remote proctoring, a set of educational technology companies, such as Chegg, Studypool, and Course Hero have emerged as student course and exam preparation resources. For a subscription, users can view, upload, and share course information such as syllabi, papers, quizzes, and exams among other documents. Subscribers can also submit questions or queries to consultants or "tutors" through such websites and receive answers within a minimal time frame.

Research has shown, as well as reported in higher education newsletters, newspapers, and blogs, that such sites have become primary resources in students' education and academic progress. Popular publications, such as the Wall Street Journal and the New York Times have written on how these sites have emerged and become profitable in the early stages of the COVID-19 pandemic. Faculty, instructors, and administrators are highly encouraged to make

themselves aware of these sites and the extent of their use by students; strategies for concerned instructors and faculty can be found in several of the resources listed below, but a good place to begin is with Frankovitch (2020).

**Resources**:
For further information about online testing, remote proctoring, the issues discussed in this document, and ideas for assessment alternatives, faculty, instructors, and interested individuals are encouraged to consult with the following resources:

Academic Integrity. (n.d.). Tips for Online Tests. *Boise State University Academic Integrity*. Retrieved March 24, 2021, from https://www.boisestate.edu/academic-integrity/for-faculty/tips-for-tests-and-quizzes/

Alessio, H. M., Malay, N., Maurer, K., Bailer, A. J., & Rubin, B. (2017). Examining the Effect of Proctoring on Online Test Scores. *Online Learning*, *21*(1), 146–161. https://files.eric.ed.gov/fulltext/EJ1140251.pdf

Barberena, A. (2020, May 4). How to promote academic integrity in remote learning. *International Center for Academic Integrity*. https://www.academicintegrity.org/blog/instructional/how-to-promote-academic-integrity-in-remote-learning/

Brown, V. (2018). Evaluating Technology to Prevent Academic Integrity Violations in Online Environments. *Online Journal of Distance Learning Administration*, *21*(1). http://www.westga.edu/~distance/ojdla/spring211/brown211.html

Budhai, S. S. (2020). Fourteen Simple Strategies to Reduce Cheating on Online Examinations | Faculty Focus. *Faculty Focus | Higher Ed Teaching & Learning*. https://www.facultyfocus.com/articles/educational-assessment/fourteen-simple-strategies-to-reduce-cheating-on-online-examinations/

Burt, C. (2020). *Concerns about biometric online proctoring expressed by students in Australia, U.S. and Canada | Biometric Update*. https://www.biometricupdate.com/202007/concerns-about-biometric-online-proctoring-expressed-by-students-in-australia-u-s-and-canada

Center for Teaching Innovation. (n.d.). *Promoting Academic Integrity in Remote Teaching | Center for Teaching Innovation*. Retrieved May 27, 2021, from https://teaching.cornell.edu/teaching-resources/online-hybrid-teaching/instructorstudent-rapport/promoting-academic-integrity

Chin, M. (2020). *Exam anxiety: How remote test-proctoring is creeping students out*. The Verge. https://www.theverge.com/2020/4/29/21232777/examity-remote-test-proctoring-online-class-education

Das, B. (2021). US Air Force Academy Cracks Down on Cadets Caught Cheating in Online Tests. *The College Post*. https://thecollegepost.com/usafa-cheating-online-test/

Dimeo, J. (2017. May 10). *Online exam proctoring catches cheaters, raises concerns | Inside Higher Ed*. Retrieved May 27, 2021, from https://www.insidehighered.com/digital-learning/article/2017/05/10/online-exam-proctoring-catches-cheaters-raises-concerns

Doffman, Z. (2020, April 24). *Exam Monitoring Webcam Tech Meets Student Outrage*. Forbes. Retrieved May 27, 2021, from https://www.forbes.com/sites/zakdoffman/2020/04/24/no-lockdown-exams-sorry-kids-this-creepy-webcam-tech-lets-you-sit-them-at-home/

Frankovitch, L. (2020, December 14). *Let's Talk About Chegg, baby…All the good things, and the bad things, that may be [1] | International Center for Academic Integrity*. https://academicintegrity.org/blog/61-2020/december-2020/218-let-s-talk-about-chegg-baby-all-the-good-things-and-the-bad-things-that-may-be-1?highlight=WyJsZXQncyIsImxldCIsInRhbGsiLCJhYm91dCIsImNoZWdnIiwiY2hlZ2cncyIsImxldCdzIHRhbGsiLCJsZXQncyB0YWxrIGFib3V0IiwidGFsayBhYm91dCIsInRhbGsgYWJvdXQgY2hlZ2ciLCJhYm91dCBjaGVnZyJd

Gelles, D. (2020, June 12). For Online Learning, Business Has Never Been Better. *The New York Times*. https://www.nytimes.com/2020/06/12/business/chegg-dan-rosensweig-corner-office.html

Heberling, M. (2002). Maintaining Academic Integrity in Online Education. *Online Journal of Distance Learning Administration*, *5*(1). https://www.westga.edu/~distance/ojdla/spring51/heberling51.html

Hobbs, T. D. (2021, May 12). Cheating at School Is Easier Than Ever—And It's Rampant. *Wall Street Journal*. https://www.wsj.com/articles/cheating-at-school-is-easier-than-everand-its-rampant-11620828004

Keeter, S. (2020, September 9). *Maintaining Academic Integrity Online—Today's Learner—Cengage*. Today's Learner. https://todayslearner.cengage.com/3-steps-to-maintain-academic-integrity-in-online-classes/

Lancaster, T., & Cotarlan, C. (2021). Contract cheating by STEM students through a file sharing website: A Covid-19 pandemic perspective. *International Journal for Educational Integrity*, *17*(1), 1–16. https://doi.org/10.1007/s40979-021-00070-0

Lee, E. (2021, March 8). DePaul sued over facial recognition tech used for online test proctoring. *The DePaulia*. https://depauliaonline.com/52893/news/depaul-sued-over-facial-recognition-tech-used-for-online-test-proctoring/

McGee, K. (2020, December 16). *Texas A&M investigating "large scale" cheating case as universities see more academic misconduct in era of online classes*. The Texas Tribune. https://www.texastribune.org/2020/12/16/texas-am-chegg-cheating/

Morrison, S., & Heilweil, R. (2020, December 18). *How teachers are sacrificing student privacy to stop cheating*. Vox. https://www.vox.com/recode/22175021/school-cheating-student-privacy-remote-learning

Parker, A. G., Santos, J., & Dancy, K. (2021). *Online Isn't Optional: Student Polling on Access to Internet and Devices*. Institute for Higher Education Policy. https://www.ihep.org/wp-content/uploads/2021/05/IHEP_Broadband_brief_rd3_web-1.pdf

Paul, J. (2017, February 21). The Rise of Biometrics in Education. *D2L*. https://www.d2l.com/blog/rise-biometrics-education/

Peytcheva-Forsyth, R., Mellar, H., & Aleksieva, L. (2019). Using a Student Authentication and Authorship Checking System as a Catalyst for Developing an Academic Integrity Culture: A Bulgarian Case Study. *Journal of Academic Ethics*, *17*(3), 245–269. https://doi.org/10.1007/s10805-019-09332-6

QM QualityMatters. (2020, May 7). *Redesigning Assessments for Interaction and Engagement*. https://www.youtube.com/watch?v=aIBGNTy1OsQ

Raje, S., & Stitzel, S. (2020). Strategies for Effective Assessments while Ensuring Academic Integrity in General Chemistry Courses during COVID-19. *Journal of Chemical Education*, *97*(9), 3436–3440. https://doi.org/10.1021/acs.jchemed.0c00797

Redden, E. (2021, February 5). *Study finds nearly 200 percent jump in questions submitted to Chegg after start of pandemic*. Retrieved May 27, 2021, from https://www.insidehighered.com/news/2021/02/05/study-finds-nearly-200-percent-jump-questions-submitted-chegg-after-start-pandemic

Ross, J. (2020, April 15). Crisis-driven online exam shift 'chance to boost academic integrity.' *Times Higher Education (THE)*. https://www.timeshighereducation.com/news/crisis-driven-online-exam-shift-chance-boost-academic-integrity

Shamo, M., & Alford, K. L. (2021, April 19). Make Your Exams More Secure by Using Question Banks. *The Teaching Professor*. https://www.teachingprofessor.com/topics/grading-feedback/quizzes-exams/make-your-exams-more-secure-by-using-question-banks/

Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2020). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, *45*(11), 2132–2148. https://doi.org/10.1080/03075079.2019.1582015

Warner, C. (2021, January 19). *Students cheat with online learning service, professors hope to identify users*. Daily Emerald. Retrieved May 27, 2021, from https://www.dailyemerald.com/news/students-cheat-with-online-learning-service-professors-hope-to-identify-users/article_552d56f4-5a31-11eb-98ae-879264ec0299.html