Initiative
online examination for
exchange students

FRONT
FOR THE **ACTIVE STUDENT**

December 10th 2020

Introduction

Students at Tilburg University have the option of going on exchange at another university during their studies. This gives them the opportunity to experience the culture of the country in question, to gain knowledge about the courses offered there and to discover a different way of teaching. Besides it being a great experience for students, an exchange also contributes to the further academic development of the student. The importance of such experiences has increased in recent years due to the ever-increasing internationalisation of the university and the academic world. Tilburg University uses the slogan 'Understanding Society' in order to offer students more than just education, in which exchanges play an important role. Tilburg University tries to distinguish itself from other universities by trying to stay innovative in the field of exchanges. For example, the option of taking digital courses from foreign universities has been explored and the ENGAGE cooperation has been set up. Several studies have already implemented the option to schedule an internship, a minor, or an exchange in order to obtain the required amount of ECTS at the beginning of the third bachelor year. This motivates students to gain new experiences abroad, which can also be of value for the development of both the student and the university.

However, the option of an exchange also involves problems if a student has onobtained courses from recent years. These courses will still have to be sufficiently completed so that the student can complete the relevant Bachelor's degree after returning from an exchange. Unfortunately, the onobtained courses of the fall semester in Tilburg overlap with most exchanges. As a result, these students do not have the opportunity to physically complete their onobtained courses, which means that these courses remain open and study delay is the result. Front would like to see the possibility to support these students and offer them an option to still be able to complete these onobtained courses during their exchange and to avoid study delay.

However, with the rise of the COVID-19 pandemic, everything has changed in a short period of time at the university. Education and testing has moved to online platforms at lightning speed. Despite the obstacles posed by the current pandemic, there are also developments from which the academic world can learn in the further implementation of educational improvement. Examination via platforms, such as canvas and testvision has been implemented and with possible support from Proctorio, can be seen as an alternative to the classic way of physical examination with surveillance. Over time, these digital developments should not be neglected by reverting back to the pre-pandemic situation and will therefore require additional investment to enable further improvement of education.

Front sees many opportunities that we would like to monitor and expand in the coming years related to digitalisation. In line with this, Front would like to submit the following initiative to support and motivate students with unobtained courses to go on exchange without delaying their studies.

Proposal

Front proposes that students who are on exchange will have the opportunity to follow unobtained courses online and to take exams online as well. In this way, students will be able to decide for themselves whether, in addition to the courses followed during their exchange, they want to follow one or more courses from previous years and take the examination online. At the moment it is already possible to register simultaneously for a course in Tilburg while you are on exchange. Until last spring, there was no online offer for taking an exam that meets the requirements to guarantee the value of the diplomas. However, this has changed due to the COVID-19 pandemic. The lessons learned by the university during this period should not be forgotten at the end of the current situation.

In order to let this run smoothly, lecturers will have to prepare an online version of the exams at all times, in this way the questions for the online environment do not have to be quickly prepared just before the exam. If lecturers prepare for this in a timely manner, neither the lecturer nor the student will be faced with unexpected surprises. On the other hand, students are expected to be able to clearly state in advance that they would like to make use of the online examination opportunity for that course. Therefore, we would suggest that a form is introduced in which the student can apply for this option and name the courses which he or she would like to follow while on exchange.

Eliminating prejudices about online examination

For a long time there was a reluctance on the part of the academic world and society to digitalise education. In addition, it was both a major logistical and financial step to switch to extensive digital education. As a result, physical lectures and examinations were maintained, as this provided certainty about the integrity of the diploma. With physical examinations, the student's identity can be confirmed and fraud is limited to a minimum risk, where there were doubts as to whether online examinations could also ensure this. However, it currently turns out to be different.

Now that the COVID-19 pandemic has ensured that education must take place almost entirely online, it appears that this form of education does not reduce students' results or lead to major problems in the transfer of knowledge. Studies of remote proctored conditions have found that test takers generally score at the same level as test takers in live proctored conditions (Berkey & Halfond, 2015; Karim, Kaminsky, & Behrend, 2014; Lilley, Meere, & Barker, 2016; Weiner & Hurtz, 2017). Further general findings currently support the use of live and AI remote proctoring in that they minimize cheating, secure test content, and provide comparable score distributions (Karim et al., 2014; LaFlair & Settles, 2019; Weiner & Hurtz, 2017). Online proctoring has led and might lead in the future to concerns regarding privacy related issues, also at Tilburg University. However, in this case it is the student's own choice to participate in online proctoring or not. In addition, online proctoring can only be used when proven to be needed, which is the case for a student who is studying abroad and when a different type of examination is not possible, e.g. essay, take home exam ("Aanbevelingen online proctoring onderwijs"). When online proctoring is needed, we should carefully evaluate privacy issues so as to develop policies that protect and ensure test taker personally identifiable information and data (Langenfeld, 2020).

As stated by Langenfeld (2020), organizations should select from design practices that minimize unauthorized behaviors and implement a combination of those practices that prevent students from cheating in online exams. The current online examinations using 'Proctorio' and the rules drawn up by the examination committees ensure that the risk of fraud is very limited, We would therefore like to see such examinations and regulations also apply to the online examinations that exchange students would be offered. As a result, we believe that the value of the diploma cannot be called into question.

Benefits

Front sees several advantages that this initiative will be able to provide. For example, for many students who still have onobtained courses, a reassuring feeling will arise knowing that there is the possibility of completing these courses on exchange. These students are much more likely to consider going on exchange instead of staying in Tilburg and doing an internship or minor in addition to the courses that are still open. However, these students will have to invest extra time in following and completing these courses themselves. This means that the student decides how much time he or she will spend on the various courses in that semester, whereby the extra effort of the student will determine whether the onobtained courses can be completed in addition to the exchange courses.

In addition, the university helps its students financially by avoiding a six-month delay which, in addition to tuition fees, can also increase the student's debt to DUO. Under the current system, the financial consequences are significant for students, which is why any support from the university can help.

Tilburg University can show its progressive view by thinking along with today's pressure on students and try to support them where possible. By adopting a flexible attitude as a university towards students with onobtained courses, a student will feel less pressure during his/her exchange which will benefit them.

Conclusion

By means of this initiative, Front would like to realise a start in the investigation of offering online examination opportunities for exchange students. Also, the goal of this initiative is expanding the chances students have to go on exchange while also finishing remaining courses onobtained in Tilburg. This way students will not be limited by having to stay at home if they have remaining courses onobtained from previous years. We believe that providing students with such an option could show the benevolence and progressive thinking of the executive board, which will be identified as beneficial for the position of Tilburg University.

Literature

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Appendix 1

FRONT

FOR THE **ACTIVE STUDENT**

AUTORITEIT
PERSOONSGEGEVENS

Online proctoring & privacy
Aanbevelingen voor onderwijsinstellingen

Maakt u als onderwijsinstelling gebruik van online proctoring (digitale surveillance om fraude tijdens toetsen en tentamens te voorkomen)? Of wilt u dat gaan doen? Let dan op de volgende punten, zodat u de privacy van uw leerlingen of studenten beschermt. Aan het eind vindt u een checklist.

De tekentafel

Doel bepalen
- Sta stil bij waarom precies u online proctoring wilt inzetten en zorg dat u dit doel goed kunt onderbouwen.
- Let op: u mag de verzamelde gegevens nooit voor iets anders gebruiken dan dit vooraf bepaalde doel.

Noodzaak vaststellen
- Ga na of online proctoring noodzakelijk is om uw doel te bereiken. Herevalueer dit periodiek bij versoepeling van de coronamaatregelen.
- Kijk eerst of er een minder ingrijpende methode van examinering mogelijk is. U kunt bijvoorbeeld leerlingen of studenten een werkstuk of essay laten inleveren.
- U moet motiveren en vastleggen waarom online proctoring voor bepaalde toetsen en tentamens noodzakelijk is.

Inbreuk beperken
- Is online proctoring echt noodzakelijk? Beperk dan in ieder geval de inbreuk op de privacy.
- Dit kunt u bijvoorbeeld doen door toetsen of tentamens samen te voegen, zodat er zo min mogelijk momenten van online proctoring zijn.
- Kies daarnaast voor de minst ingrijpende vorm van fraudebestrijding. Eyetracking is ingrijpender dan cameratoezicht.
- Zorg er bij geautomatiseerde reviewing van toetsen voor dat altijd een mens beoordeelt of er mogelijk is gefraudeerd bij toetsen en tentamens waarbij online proctoring is ingezet.

Grondslag bepalen
- Bepaal op basis van welke grondslag uit de AVG u online proctoring inzet.

DPIA uitvoeren
- Voer een DPIA uit voordat u online proctoring inzet. Vaak is dit verplicht.
- Betrek hierbij ook leerlingen/studenten en docenten, als dat kan.
- Houd ook rekening met andere risico's die raken aan (grond)rechten en vrijheden, zoals onterechte uitsluiting van leerlingen of studenten voor een toets of tentamen.
- Ga periodiek na of u de DPIA moet herzien. Bijvoorbeeld als de coronamaatregelen worden versoepeld.

Samenwerking zoeken

- Betrek de FG tijdig bij de inzet van online proctoring. Het (achteraf) informeren van de FG over gemaakte keuzes is niet voldoende.
- Bespreek oplossingen voor het afleggen van toetsen en examens met belanghebbenden, zoals de studentenraad en de medezeggenschapsraad.
- Werk samen met andere schoolbesturen en/of koepelorganisaties. Deel kennis en wissel ervaringen uit. Trek samen op richting grote spelers op de markt.

Aanschaf

Leverancier kiezen

- Kies een softwareleverancier die voldoet aan de privacywetgeving. Dat bent u verplicht.
- Raadpleeg eventueel de website lesopafstand.nl, samengesteld door onder meer het ministerie van OCW en sectororganisaties.
- Stel eisen aan het gebruik van gegevens van uw leerlingen/studenten en personeel. Besteed in ieder geval aandacht aan het direct wissen van gegevens die niet noodzakelijk zijn.

Verwerkersovereenkomst afsluiten

- Sluit een verwerkersovereenkomst af met de leverancier.
- Zorg dat de afspraken ten minste voldoen aan de eisen van de AVG.
- Let er vooral bij leveranciers buiten de EER op dat de juiste waarborgen zijn getroffen.

Voorbereiding en instructies

Beleid opstellen

- Zorg voor instellingsbreed beleid voor de inzet van online proctoring. Leg daarin in ieder geval vast:
  - in welke gevallen online proctoring kan worden ingezet;
  - documentatie van de overweging om online proctoring in te zetten;
  - met welke middelen en op welke wijze persoonsgegevens worden verwerkt (zoals bewaartermijnen, beveiliging en toegang tot de gegevens);
  - de identificatie van leerlingen/studenten.
- Zet dit beleid om in concrete richtlijnen en instructies voor docenten en leerlingen/studenten.

Informeren en instrueren

- Informeer leerlingen of studenten over wat er met hun gegevens gebeurt, in voor hen begrijpelijke taal.
- Informeer leerlingen of studenten over de privacyrechten die ze hebben.
- Instrueer leerlingen of studenten hoe zij op een zo privacyvriendelijk mogelijke manier hun toets of tentamen kunnen afleggen. Bijvoorbeeld door persoonlijke zaken buiten beeld te laten.

Rechten van leerlingen/studenten
- Richt een proces in om leerlingen of studenten hun rechten te laten uitoefenen.
- Bied leerlingen of studenten die succesvol bezwaar maken tegen online proctoring een passend alternatief aan, dat de privacybezwaren genoeg wegneemt. Dit alternatief mag geen nadelige gevolgen hebben, zoals een onevenredige studievertraging.

Voorbereid zijn op incidenten
- Bedenk dat datalekken of andere incidenten nooit helemaal uit te sluiten vallen, hoe goed u alles ook ingericht heeft. Wees hierop voorbereid.
- Bespreek met leerlingen/studenten en docenten wat er zoal kan misgaan en wat te doen in deze situaties om de gevolgen zo beperkt mogelijke impact te laten hebben.

Meer informatie

U vindt meer informatie en uitleg over deze aanbevelingen in het rapport Onderzoek online (video)bellen en online proctoring in het onderwijs van de Autoriteit Persoonsgegevens.

Checklist proctoring

Aan de tekentafel
☐ doel bepalen
☐ noodzaak vaststellen
☐ inbreuk beperken
☐ grondslag bepalen
☐ DPIA uitvoeren
☐ samenwerking zoeken
Aanschaf
☐ leverancier kiezen
☐ verwerkersovereenkomst opstellen
Voorbereiding en instructies
☐ beleid opstellen
☐ informeren en instrueren
☐ rechten van leerlingen/studenten
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