

UBC Forestry

PFFAC Tip Sheet

Assessments and Alternatives to Proctoring Online Exams

The UBC Vancouver and UBC Okanagan Senates have each passed motions for UBC faculties to restrict the use of automated remote invigilation tools, like Proctorio, that use algorithmic analysis of data recorded during invigilation, except where accreditation bodies explicitly require remote proctoring software in 2021. Faculty will need to investigate alternative tools and/or methods for assessment.

Tips for administering non-proctored exams

- Modify existing exams
 - Creating large question pools – Canvas can randomly assign a small number of them for an exam
 - Shuffle choices within questions – ensure letter choice answers for students are randomized (Canvas allows the possible answers of all the questions to be shuffled)
 - Use critical-thinking, multiple-choice questions (*e.g.* on the same multiple choice question, pick ideas/statements from different topics/lectures within the course; making it difficult for students to open the slides and find the answer in a short period of time)
 - Ask open-end questions – answers will vary from student to students
- Reduce the amount of time allocated for students to complete exams and shorten the window of time to access an exam
 - Limits collusion between students
- Re-work assessment strategies
 - Allow retakes of the exams for full or partial credit
 - Reduce high stakes exams, and opt for more frequent, lower stakes assessments (worth no more than 30% of the final grade, but typically much less) – using more frequent, low-stakes assessments can reduce the motivation for students to cheat and can also reduce overall stress levels and provide room for improvement for students.
- Prepare an honesty pledge (see examples in the [PFFAC Online Teaching and Learning Best Practices document](#)) or ask students if they understand the consequences of cheating (receive a zero, disciplinary action, etc.)

Some alternatives to proctored exams

- Open-book exams
- Oral exams (if feasible given your class size).
- Smaller frequent quizzes
- Written assignments – final paper
- Use Reflection Activities
 - Multimedia assignments (videos, audio, podcast)
 - Presentations (pre-recorded, live)
 - Online debates (synchronous, asynchronous)
 - Problem solving projects
 - Case studies or experience sharing
 - Peer review (Canvas, Peer Scholar)
 - Self-assessment and peer evaluation (iPeer)
 - Student created questions and matching solutions (Peer Wise)
 - Summaries and other written discussion posts
 - Collaborative writing (UBC Wiki)
 - Mind mapping
 - Minute paper
- Wherever possible, create a rubric to deliver clear and detailed instructions for assignments and participation (see Module 3 from CTLT online teaching program:
<https://canvas.ubc.ca/courses/52088>)