

Deter, detect, de-stress: Getting the balance right in a remote invigilation strategy

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Higher education is evolving as flexible delivery of courses becomes the norm. Increased use of online learning approaches has made education more widely accessible but has also increased assessment related risks. Remote invigilation systems are being positioned as a key approach to mitigating the risks of cheating and fraud that may occur in online tests and other online assessment activities (Phillips and Lowe, 2003). Remote invigilation systems can monitor the audio, video and screen of students' environment, as well as detect faces and analyse movement during online assessments in order to flag behaviour that may represent academic dishonesty (Schaffhauser, 2017). This approach was initially positioned as a way to achieve a level of equivalence between online and traditional modes of assessment. However, our work has shown that reliance on such systems to 'detect' academic dishonesty creates two unwanted user perceptions. Academics falsely believe that such systems can detect, with a high level of precision, when cheating occurs and that this detection is automatic and defensible, requiring only minimal workload to manage. Students, perceive remote invigilation to be intrusive and anxiety inducing and have concerns that teachers don't trust them. Consequently, we have developed the Curtin Remote Invigilation System (CRIS) with a conscious aim to balance the strategies of deter, detect and de-stress. CRIS uses a friendly avatar to guide students during system setup and to support their innate academic integrity, reinforcing their desire for fairness in assessment.

Future development will use machine learning approaches to give CRIS further intelligence to intervene to correct behaviour. Collectively this creates the 'deter' aspect while simultaneously 'de-stressing' the experience for students. As the development team have extensive experience teaching in higher education every aspect of the CRIS backend has been designed to reduce academic workload and 'de-stress' the management of academic integrity.