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Designing Ethical Assessment

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Designing Ethical Assessment

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15 June 2021

Outline of the presentation

Research
process that led
to EEF

Introducing Ethical
Evaluation
Framework (EEF)
for edtech

Application of
EEF to evaluate
the use of online
proctoring tools

Strategies for
designing ethical
assessment

Process of developing the Ethics Evaluation Framework for edtech

- Internal survey
- Workshop in late Spring 2020
- Workshop in Winter 2020
- External survey (<https://bit.ly/edtechethics>)
- Ongoing literature review

Ethics Evaluation Framework for educational technologies

ethical design and use of edtech

- pedagogical purpose
- design and evaluation

ethical use of data from edtech

- access to data and analytics
- use of data and analytics

contextual ethical considerations related to edtech

- suppliers of edtech
- use/uptake: digital divide/poverty

ethical educational research of edtech or SoTL*

- remit of usage of data/analytics
- dual role: educator and researcher

*SoTL: Scholarship of Teaching and Learning



@Shailey Minocha, Victoria Murphy and Eileen Scanlon

Analysing the online proctoring by applying EEF

ethical design and use?

- to replace face-to-face proctoring
- biometrics (e.g. facial recognition)

ethical use of data?

- data access: supplier and institution
- use of data to check cheating

contextual ethical considerations?

- suppliers of proctoring
- costs for the student

ethical educational research or SoTL?

- educators' queries on use of data
- intrusion of privacy; surveillance

Strategies for designing Ethical Assessment

Design (educators)

- modelling ethical behaviour
- not recycling assessment
- quizzes or exams with variants
- low-stakes summative assessment
- **authentic assessment**

Guidance (educators)

- higher-level LOs*
- fair and clear assessment criteria
- expectations of ethical behaviour
- **fostering academic integrity**

*LOs: Learning Outcomes

Reflection (students)

- self-reflection (e.g. blog)
- enable collaboration
- build the capacity to judge one's own work & that of others
- **implications of academic misconduct**

SoTL (educators)

- avoid use of online proctoring
- ongoing reflective practice of educators
- **awareness of (changing) real-world practice**

Resources

Building approaches to learning in online and blended-learning environments: challenges and opportunities, AdvanceHE report, Available at: <https://www.advance-he.ac.uk/knowledge-hub/building-approaches-learning-online-and-blended-learning-environments-challenges-and> (Accessed 11 June 2021)

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Feedback for Learning, <http://newmediaresearch.educ.monash.edu.au/feedback/> (Accessed 11 June 2021)

Online exam monitoring is now common in Australian universities - but is it here to stay?, <https://theconversation.com/online-exam-monitoring-is-now-common-in-australian-universities-but-is-it-here-to-stay-159074> (Accessed 11 June 2021)

Selwyn, N. *et al.* (2021) 'A necessary evil? The rise of online exam proctoring in Australian universities', Media International Australia.

Universities should learn from assessment methods used during the pandemic – and cut down on exams for good, <https://theconversation.com/universities-should-learn-from-assessment-methods-used-during-the-pandemic-and-cut-down-on-exams-for-good-143374> (Accessed 11 June 2021)

What Happens When You Close the Door on Remote Proctoring? Moving Toward Authentic Assessments with a People-Centered Approach, Available at:

<https://quod.lib.umich.edu/t/tia/17063888.0039.308?view=text;rgn=main> (Accessed 11 June 2021)