Designing Ethical Assessment

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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
• 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*
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

<table>
<thead>
<tr>
<th>Design (educators)</th>
<th>Guidance (educators)</th>
<th>Reflection (students)</th>
<th>SoTL (educators)</th>
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</thead>
<tbody>
<tr>
<td>• modelling ethical behaviour</td>
<td>• higher-level LOs*</td>
<td>• self-reflection (e.g. blog)</td>
<td>• avoid use of online proctoring</td>
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<td>• not recycling assessment</td>
<td>• fair and clear assessment criteria</td>
<td>• enable collaboration</td>
<td>• ongoing reflective practice of educators</td>
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<td>• quizzes or exams with variants</td>
<td>• expectations of ethical behaviour</td>
<td>• build the capacity to judge one’s own work &amp; that of others</td>
<td>• awareness of (changing) real-world practice</td>
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<td>• low-stakes summative assessment</td>
<td>• fostering academic integrity</td>
<td>• implications of academic misconduct</td>
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<td>• authentic assessment</td>
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*LOs: Learning Outcomes
Resources


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.


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)