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Beth Parker

Nova Southeastern University - Shepard Broad College of Law, mparker@nova.edu

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Law School Exams During A Pandemic: One Law School's Experience

*Beth Parker**

I. INTRODUCTION

The challenges created by the advent of the COVID-19 pandemic forced law schools across the country to immediately transition to remote learning, including exam administration. This article explores lessons learned from one law school's experience and evaluates how those experiences can be instructive for other law schools to ensure a smoother transition during future natural disasters. Law school exams are inherently stressful events in a law student's career because their performance on the exam inordinately influences their grades and class rankings. Typically, law students are already on edge during final exams without the reality of a global pandemic. When the United States became overwhelmed by the COVID-19 pandemic,¹ universities not only sent students, faculty, and staff home to finish the semester online but were also left with a myriad of other issues to address.² One of the main issues was the administration of final exams. Traditionally, law school exams are administered in a classroom setting with students either handwriting the exam or using a testing software to type their exams.³ Proctors are generally present at the testing site (i.e. a classroom or other setting) to monitor the administration of the exams and the students.⁴ Law school exams are taken anonymously, on

*Beth Parker is the Associate Director of Operations & Collections and an Adjunct Professor of Law at Nova Southeastern University Shepard Broad College of Law. Many thanks go out to Olympia Duhart, Catherine Arcabascio, Debra Moss Vollweiler, Vicenc Feliu, Alison Rosenberg, and Rob Beharriell for their valuable assistance and feedback.

¹ For an in depth look at the COVID-19 crisis see *Coronavirus Resource Center*, JOHNS HOPKINS UNIV., <https://coronavirus.jhu.edu/> [<https://perma.cc/FL39-V2WE>] (last visited August 18, 2020).

² Pradeep Sahu, *Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff*, CUREUS Vol. 12(4) (Apr. 4, 2020), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7198094/> [<https://perma.cc/23JB-ZYTM>].

³ Steve Sheppard, *An Informal History of How Law Schools Evaluate Students, with a Predictable Emphasis on Law School Final Exams*, 65 UMKC L. REV. 657, 681 (1997).

⁴ *Id.* at 676.

specific days and times, and under timed conditions.⁵ The anonymity provides objectivity in the grading process and helps to maintain faculty and student relationships by removing any personal judgment or inferences of impropriety.⁶ Law schools impose timed conditions both to help create grading curves which produce variation among testing scores and to measure the students' productivity.⁷ The exam questions may take the form of essay, short answer, true/false, multiple-choice, or some combination of all of these.⁸

The typical law school exam is not very flexible regarding its administration. Because there is limited availability in exam software designed specifically to administer law school exams and because of the rigid nature of these exams, this lack of flexibility becomes a tall hurdle to work around to maintain the integrity of the exam process. This article discusses the shift to a more flexible exam administration process that Nova Southeastern University Shepard Board College of Law (NSU) had to make under emergency conditions and with limited resources. Part II of this article describes the planning process; Part III discusses the building process; Part IV discusses the administrative process; and Part V explores some of the lessons learned from the experience and suggests actions on how to move forward in our uncertain world.

II. PLANNING PROCESS

A. *The Initial Evaluation*

In 2020, toward the end of the winter semester, the COVID-19 pandemic disrupted life across the globe. Institutions of all types, including law schools, felt the widespread effects and disruption of this public health crisis.⁹ Law schools were forced to move entire curriculums online immediately and consider how to effectively administer final exams. Like many other law schools across the nation, the pandemic forced NSU to shift to a fully online course curriculum and exam process. As previously described, exams are normally administered face-to-face in a timed and proctored setting. In the traditional format, students may either hand write their exam or use Examsoft¹⁰ to type their exam. A final exam schedule is issued at the start of the semester, and each class is assigned a set day,

⁵ *Id.* at 681.

⁶ Daniel Keeting, *Ten Myths About Law School Grading*, 76 WASH. U. L. Q. 171, 173 (1998).

⁷ Philip C. Kissam, *Law School Examinations*, 42 VAND. L. REV. 433, 437 (1989).

⁸ Sheppard, *supra* note 3, at 682-686.

⁹ Sahu, *supra* note 2.

¹⁰ ExamSoft, EXAMSOFT WORLDWIDE INC., <https://examsoft.com/> [<https://perma.cc/UV28-HDAC>] (last visited July 18, 2020). A program that locks down the student's computer and only allows them to type using programs word processing application.

time, and classroom where the exam will be given. Exams for students with special accommodations are given in a similar way, except in different classrooms to allow for time modifications. Recognizing that the normal exam process would be impossible, the law school administration at NSU constructed an action plan that considered all possible ways to administer final exams in an online modality. It did so by creating an exam administration team and restructuring the final exam administration timeline. The administration settled on the use of the CANVAS¹¹ course site in combination with both Respondus 4.0¹² to provide exam proctoring and Westlaw TWEN¹³ for exam administration.

B. *The Platforms*

1. CANVAS

The CANVAS platform is a university-wide learning management system that is connected to Ellucian Banner¹⁴ that allows for the creation of courses and the assigning of students to the course through registration automation. To maintain anonymity while administering the exams, the original course was copied excluding the faculty member to utilize CANVAS during these times. The learning management system team created the exam courses manually by using the Banner database queue of active courses for the law school course reference numbers. The mirrored courses were managed by the law school exam team. The faculty created their exams using a preformatted template provided by Respondus 4.0 to upload the exam to CANVAS.

2. TWEN

The TWEN course management platform is a product of Thomson Reuters and is designed to be used by law schools as an extension of in-person classes.¹⁵ Importantly, TWEN was not designed to be used as a testing platform, but the features available in TWEN allow administrators to adapt menus and modules to meet the requirements of administering

¹¹ CANVAS, INSTRUCTURE INC., <https://www.instructure.com/canvas/> [<https://perma.cc/935G-6GCA>] (last visited July 18, 2020).

¹² Respondus 4.0, RESPONDUS, INC., <https://web.respondus.com/he/respondus/> [<https://perma.cc/59UJ-T3US>] (last visited July 18, 2020).

¹³ TWEN (*The West Education Network*), THOMSON REUTERS, <https://lawschool.westlaw.com> [<https://perma.cc/45NJ-JNP6>] (last visited July 18, 2020).

¹⁴ Ellucian Banner Student, ELLUCIAN, <https://www.ellucian.com/solutions/ellucian-banner-student> [<https://perma.cc/BBB3-Z43Y>] (last visited July 18, 2020).

¹⁵ THOMSON REUTERS, ADMINISTRATORS GUIDE TO TWEN 1 (2013), <https://lscontent.westlaw.com/images/content/documentation/AdminTWENGuide2013.pdf> [<https://perma.cc/TS66-JT9M>].

final exams. To utilize TWEN for final exams, courses were created manually for all exams that excluded the faculty member. TWEN required no special preformatting template for exams. The law school exam team managed the courses.

C. Exam Period & Faculty Options for Exams

The exam period was structured into forty-eight-hour windows over a two-week period that contained specific courses in each window. Further, it was structured to assure that none of the 1L courses would overlap with each other. Each exam window opened at midnight on the first day and closed the following day at 11:59 p.m. The administration offered faculty three options for administering their final exams. The goal of these options was to give faculty members as much leeway as possible in administering their exams within the constraints of the limited availability of technology solutions. The first option was to give the exam using TWEN and make the exam available continuously for forty-eight hours and allow students unlimited time within that period. The second option was to give the exam using TWEN and make the exam available continuously for forty-eight hours but include a set time limit for completion once the exam is opened by the student. These first two options would not utilize remote proctoring software or webcams. The third option, however, was to administer the exam using CANVAS and make the exam continuously available for forty-eight hours with a time limit that, once opened, utilized a proctoring service via webcam.

D. Student Concerns

The administration addressed student concerns by transparently detailing the actions and alternatives utilized for the administration of exams. Students expressed concerns about equipment failure, internet failure, time, and how issues during exams would be handled. The administration created detailed policies to address these concerns. An exam-specific email account was created for students to use during exams to report issues. The administration worked with the IT department to secure equipment for students that needed it.

III. THE BUILDING PROCESS

A. By the Numbers

The winter 2020 exam period comprised forty-three administered exams and, of that number, twenty-three were given in TWEN and twenty

were given using the CANVAS platform (see Figure 1).¹⁶ No data was collected on why a faculty member chose a specific platform to administer their exam. Each platform required different preparation to ensure the exams were ready for administration to the students. The following sections will discuss the logistics of how faculty created exams in each platform.

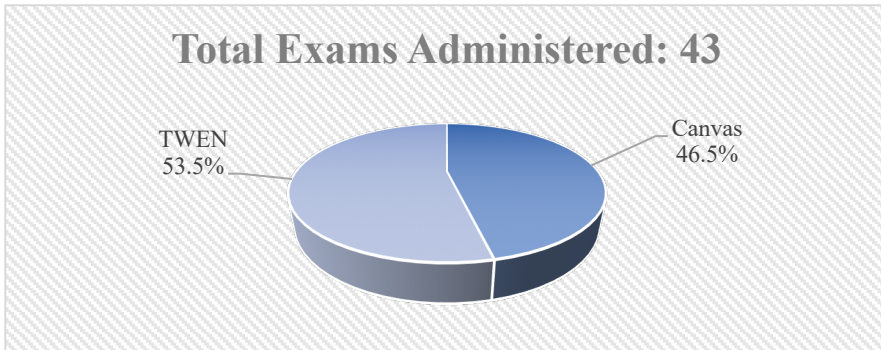


Figure 1

B. Required Preparation

Both platforms required certain preparation before the exams could be administered to students. This preparation was necessary to produce consistency among all courses in appearance, information, and instructions. The preparation also allowed for preliminary testing of the functionality in administering the exams.

1. CANVAS

To administer an exam using CANVAS, the students were populated to the courses using the Banner system. To create the exams in CANVAS, the school utilized Respondus 4.0 to provide a template that would allow documents to be integrated within the CANVAS platform.¹⁷ Importantly, Respondus 4.0 not only allowed for the document to be previewed but also warned of incorrect question formats before finishing the upload. This functionality reduced the potential for problems during the exam administration. Once it was determined the exam was correct and uploaded, the exam was published to the corresponding CANVAS course. Additionally, further administrative settings were completed before administering the exams. For example, if the exam was in multiple-choice

¹⁶ DEBRA M. VOLLWEILER, WINTER EXAM REPORT (2020) (on file with the author).

¹⁷ *Respondus 4.0*, *supra* note 12. "Respondus 4.0® is a powerful tool for creating and managing exams that can be printed to paper or published directly to Canvas, Blackboard, Brightspace, Moodle, and other learning systems. Exams can be created offline using a familiar Windows environment or moved between different learning systems."

format and the faculty member wanted the questions randomized, the faculty member could pre-set this functionality in the administrative section of CANVAS. Exam times were manually set and additional instructions were added to the course. For accommodated exams, times were set for individual students a few days prior to the beginning of the exam period. Overall, the exam preparation phase for CANVAS took less time than the preparation phase for TWEN.

2. TWEN

On TWEN, individual courses were created to administer the final exam. Within the course page, the navigation pane was modified by renaming specific links to include the final exam, uniform exam instructions, additional instructions, and in some cases added content such as photos, treaties, or a will. In most cases, the faculty created the exams as a document in Microsoft Word¹⁸ with no special formatting. Unfortunately, TWEN does not allow the exams to merely upload and integrate directly with the platform like CANVAS does.¹⁹ Instead, the assignment module in TWEN allows for the upload of documents that are made available as downloads.²⁰ This difference in platform operation required the exam administrator to create the exams using the pre-configured modules available in the TWEN system. To utilize the system's self-grading function for multiple-choice exams, the questions and answers were entered directly into the "Quiz" module. The "Quiz" module utilizes a template to create the exam with choices for multiple-choice, true or false, and short answer exam questions. To input the multiple-choice questions, the questions and answers were copied and pasted from the original Word document into the template fields. The copy and paste process was a very time-consuming task. For example, creating a 100-question multiple-choice property exam took approximately six hours. A total of seven exams were either all multiple-choice or some combination of multiple-choice and essay. Accordingly, the total time spent creating the multiple-choice sections of the exams was roughly twenty-five to thirty hours. The exam administrator explored two different alternatives for exams with essay components. The first alternative was to use the short answer module in the Quizzing function. The second alternative was to use the assignment module. The exam team made the decision that the essay questions would be created using the assignment module within TWEN. The two options considered are discussed next.

¹⁸ *Microsoft Word*, MICROSOFT, <https://www.microsoft.com/en-us/microsoft-365/word> [<https://perma.cc/HDB6-D5TM>] (last visited July 18, 2020).

¹⁹ ADMINISTRATORS GUIDE TO TWEN, *supra* note 14, at 97.

²⁰ *Id.*

The administrator's manual for TWEN states that the short answer module can be used to accommodate essay questions.²¹ The exam administrator ran various tests and found TWEN's Quiz module would not be the most effective way to administer the essay portions of exams. One reason for this decision was the student's inability to use Word type functions such as bolding, underlining, and formatting. Because students did not receive paper exams, these functions would need to be available for students to replicate normal activities using online technology. Additionally, the exam team expressed concern that the lack of these tools would become a distraction to students because they would try to recreate the tools instead of focusing on the exam. The second alternative explored was the use of the assignment module. This function allowed for the creation of the essays using a free text box where the essays were copied and pasted into the textbox of the "Assignment" module. However, the formatting used to create the exam in Microsoft Word did not adequately translate into the text area in TWEN. The formatting was removed by copying the exam to Microsoft Notepad²² and then copying the text into the TWEN textbox. This process required the exam administrator to spend more time creating the essay portion of exams in the platform. Additionally, the TWEN textbox did not accept images and, to create a workaround, the exam administrator had to insert the image into a Word document and label it to alert the student to the corresponding question. As such, where the image would have appeared in the exam, "see image 1 in the attached Word document" was inserted to alert the student to refer to the additional documentation included with the exam. To alleviate potential confusion among students, the left-hand directory on TWEN was used to create a clearly marked section that was labeled "Images for Exam." Given these stringent requirements and necessary workarounds, the average time to create an essay exam in TWEN was approximately thirty minutes with some outliers requiring more time due to formatting issues. Therefore, the approximate time that the exam team spent creating the essay exams was in the range of thirty to thirty-five hours.

Students were added to the course using both the "manage users" function and the class rosters. For accommodated exams, the original courses were duplicated and titled in succession, e.g. Property, Property II, and Property III. The course with the "II" represented time and a half and the courses with the "III" represented double time. Students with accommodations were transferred to the appropriately timed course section.

²¹ *Id.* at 57.

²² *Microsoft Notepad*, MICROSOFT, <https://www.microsoft.com/en-us/p/windows-notepad/9msmlrh6lzf3?activetab=pivot:overviewtab> [<https://perma.cc/7JS7-NREP>](last visited July 18, 2020).

The accommodations only applied to timed exams that were given within the forty-eight-hour window. If the exam allowed the entire forty-eight hours to complete, no accommodation course was created.

C. *Proctoring*

The law school originally planned to use Respondus 4.0 in conjunction with CANVAS to provide the proctoring service. During the building phase of the exams, NSU entered into a contract with Honorlock²³ to provide proctoring services for all exams administered university wide. The decision to use Honorlock was based on its ability to provide 24/7 live support, to meet more student needs, and its flexibility to allow the use of different types of computers.²⁴ To prepare for the use of Honorlock, the administration provided written instructions detailing what materials were allowed for the exam, the exam time, and any other pertinent information provided by the faculty member regarding the exam. This information was then sent to the proctoring service. Further, a detailed “how to” guide was created for students and distributed prior to the exam period.

D. *Training & Communication with Faculty*

The most critical aspect of administering exams using TWEN and CANVAS was the training and communication. Communicating instructions, changes, deadlines and other information was done primarily through email. Zoom²⁵ video conferencing was used for training, demonstrations, and question-and-answer sessions for using the TWEN and CANVAS platforms. Some of the topics covered during the trainings included the functionality of the platforms, guidelines for creating exams, and other technology related topics. These sessions generated many questions, such as “Can TWEN give a multiple-choice exam?,” “Does TWEN allow me to have a timed exam?,” and “Can TWEN randomize the questions on multiple-choice exams?” Additionally, using screenshots was useful when trying to explain some particularly complex areas of TWEN and CANVAS to faculty through email or while on the phone.

²³ *Honorlock*, HONORLOCK INC., <https://honorlock.com/> [<https://perma.cc/U2LG-2K74>] (last visited July 18, 2020).

²⁴ E-mail from Debra Vollweiler, Interim Dean, Nova Se. Univ., Shepard Broad Coll. of L., to Beth Parker, Author, (Apr. 5, 2020 01:17 PM EST) (on file with author); E-mail from Lynnette Sanchez Worthy, Supervisor of Admin. Serv., Nova Se. Univ., Shepard Broad Coll. of L., to Beth Parker, Author, (Apr. 1, 2020 12:43 PM EST) (on file with author).

²⁵ *Zoom*, ZOOM VIDEO COMMUNICATIONS, INC., <https://zoom.us/> [<https://perma.cc/648T-MHNS>] (last visited July 28, 2020).

E. Training & Communication with Students

With students at home and still attending classes online, finding the best way to train and communicate information was critical. Through email, the school provided relevant information and Uniform Exam Instructions to students in the lead up to the exam period. At the request of faculty, training and demonstrations were conducted live during class time. During these sessions a test course was used to demonstrate what students would see when they went to take their exam. They were shown how they would access the exam and what the different exam types (essay, multiple-choice, etc.) would look like. After the demonstration, the administration held a question-and-answer session which generated questions from students ranging from what to do in the event of a loss of internet connection to how answers would be saved during a multiple-choice exam to the compatibility requirements of certain internet browsers. Importantly, pre-recorded videos were used to provide students with information regarding the use of the platforms. Additionally, students were provided with an instruction document (screenshots and instructions) that included information on how to set up Honorlock (the proctoring service utilized), how to navigate the CANVAS course site with the Honorlock extension, and frequently asked questions with information on who to contact if the student encountered problems during the exam. Finally, a practice course was created for students to become familiar with the setup and functionality of taking an exam in CANVAS with the Honorlock extension. The exam team used as many virtual modalities as possible to convey both exam information and trainings to the students.

IV. ADMINISTRATION PROCESS

*A. Processing exams*1. CANVAS

For exams administered in CANVAS, the processing of exams involved downloading the exams and cross-checking them with class rosters to verify that all exams were submitted. Because CANVAS does not have the capability for anonymous exam numbers to be used in the place of student names, the files had to be modified by the exam team before they were sent to faculty.²⁶ The exams were individually opened, and adminis-

²⁶ *What feature options are currently available for an entire Canvas account?*, CANVAS, <https://community.canvaslms.com/t5/Admin-Guide/What-feature-options-are-currently-available-for-an-entire/ta-p/199> [<https://perma.cc/AMK5-AQKS>] (last visited Oct. 1, 2020). The anonymous

trators manually removed identifying information and replaced such information with exam numbers. Metadata was also removed from the document. The Quiz module graded the multiple-choice exams, and the data was downloaded into a series of reports. Each student name on the report had to be changed to the student's exam number. If an exam was missing, the reschedule list was consulted, and if the exam was rescheduled, it was marked on the roster as such. If an exam was missing and was not on the reschedule list, the Dean of Student Services was notified, and they reached out to the student and resolved the issue (this only occurred with one student). Finally, the exams were then uploaded to a shared folder for the faculty member to access.

2. TWEN

The exams in TWEN that included essay questions and were built in the assignment portion of TWEN were batch downloaded. Because accommodated exams were built in a separate course, these exams were batch downloaded and combined in the same folder as the regular exams. The batch download of Word documents contained an HTML document that included the time stamp information for the exam. When the exam had a time component, the HTML documents were checked for compliance. If the time stamp showed the exam was uploaded within the allotted time, the HTML document was removed. Fortunately, TWEN allows for anonymous submissions, so downloaded files contained only the exam number in the file name. The exams were cross-referenced with class rosters that contained exam numbers and student names to ensure that all exams were received. The multiple-choice exams followed much of the same process. Because the multiple-choice exams were self-grading, the results and exam numbers downloaded into an Excel spreadsheet accordingly. Again, accommodated exams were given in a separate course, and those exam numbers and results were combined with the results of the regular exams in one document. The spreadsheet was then cross-referenced with the class roster to account for all student results. Missing exams were handled similarly to those administered and processed via CANVAS.

grading feature was enabled January 18, 2020 for institutions. The anonymous grading could be done in "speed grader" which would make the student names invisible to the grader. If this feature was not turned on the anonymous grading could be turned on at the assignment level. However, there is no way to replace student names with exam id numbers used by students to take their exams.

B. *Reported Student Problems (Charts/Explanation)*

Students used an email account set up prior to the final exam period to report issues during an exam. There was a total of 1,708 exams taken during the winter 2020 exam period. Of the individual exam takers, seventy-two, or 4.2%, submitted requests for help with problems during the exam (see Figure 2).²⁷ In some of the instances reported, the same student reported the same issue through multiple exams. Each incident was counted separately as a reported problem.

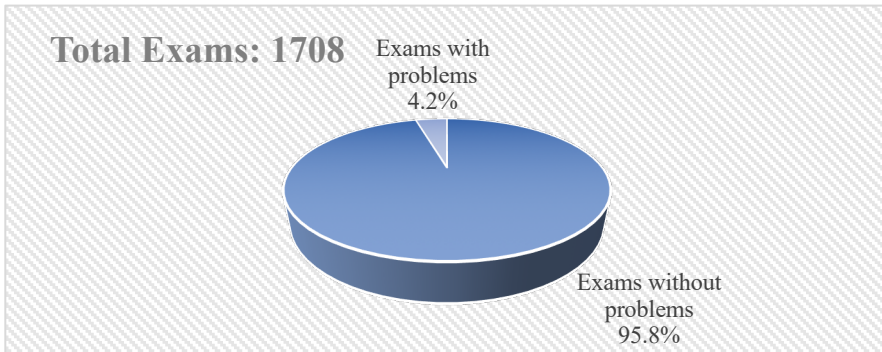


Figure 2

Both TWEN and CANVAS had problems reported during the exam period. Of the seventy-two reported problems, TWEN exams accounted for twenty-four (33.3%) of the issues, and CANVAS accounted for the remaining forty-eight (66.7%) issues (see Figure 3).²⁸

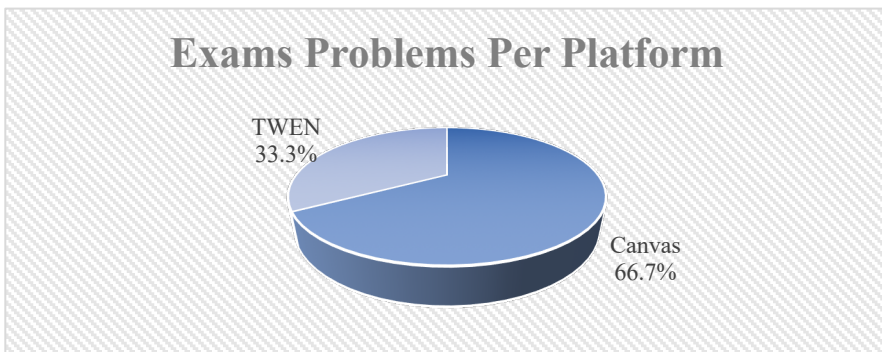


Figure 3

²⁷ VOLLWEILER, *supra* note 16.

²⁸ *Id.*

1. CANVAS

There were twenty different exams given to 984 students using the CANVAS platform. Technical support received twenty-nine (3%) emails regarding issues during the two-week exam period (see Figure 4).²⁹

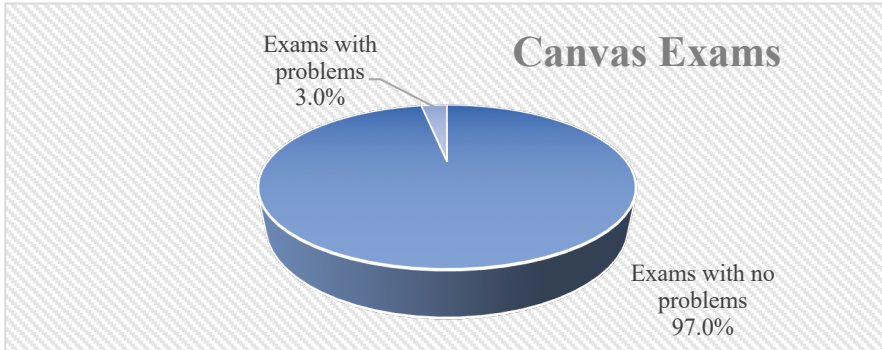


Figure 4

The exam takers experienced six different issues while taking exams. The reported areas involved loss of Internet connection, computer freezing, camera or hardware problems, access issue/Honorlock use, missed exam window, and accommodation/time. Figure 5³⁰ shows the breakdown by percentage of all reported problems for the CANVAS platform. Access or Honorlock issues comprised twenty (68.97%) of the reported cases for the CANVAS platform. Problems included students being kicked out of exams multiple, receiving error messages, and experiencing time delays. The problems had to be resolved by Honorlock, Inc.

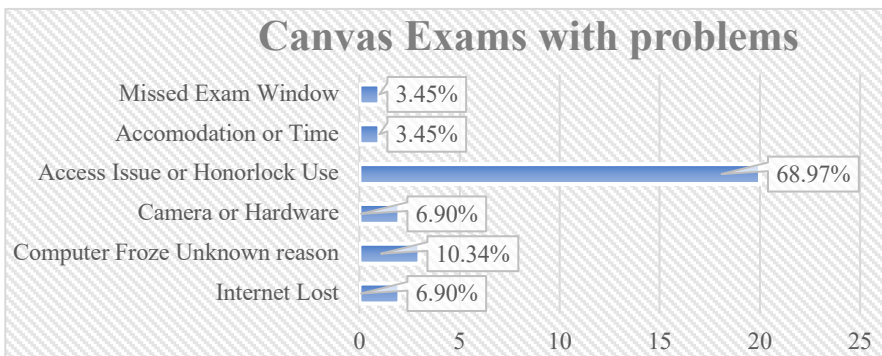


Figure 5

²⁹ *Id.*

³⁰ *Id.*

2. TWEN

There were twenty-three exams administered to 724 students using the TWEN platform. A total of thirteen (1.8%) emails were received that reported a problem with the platform (See Figure 6).³¹

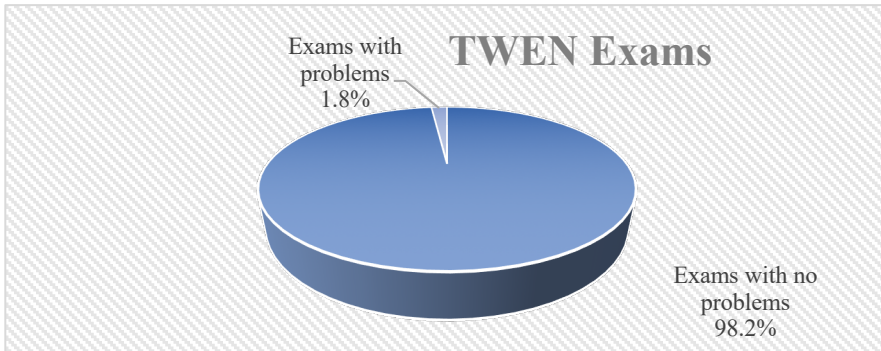


Figure 6

Overall, there were five categories of reported problems using the TWEN platform. The reported problem areas were internet or server issues, document upload problems, issues with accommodations or time constraints, missed exam windows, and general time problems. Figure 7³² shows the breakdown of each reported problem area. There were six students that reported having difficulty uploading their documents to TWEN. The document upload issue accounted for 46.15% of the reported problems. This problem arose when the test taker uploaded the document within two to three minutes of the exam window closing. The Internet/server issue constituted 30.77% of the reported problems and was largely caused by internet outages or slow internet connections.

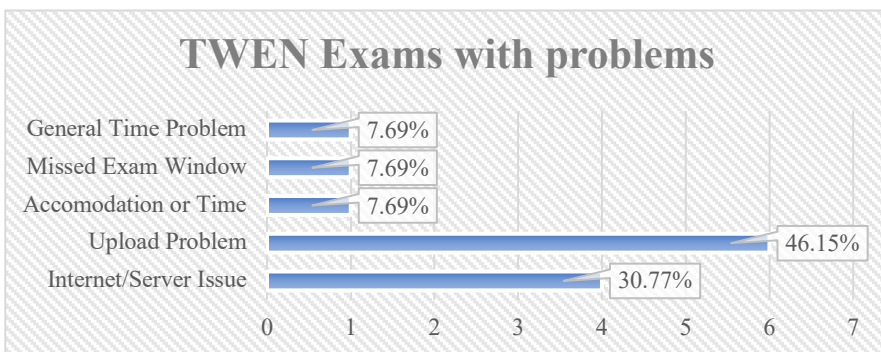


Figure 7

³¹ *Id.*

³² *Id.*

V. LESSONS LEARNED

The disruption created by the COVID-19 pandemic to normal law school operations and activities was unprecedented. The immediate switch from traditional face-to-face class instruction and exam administration required creativity, flexibility, and teamwork from the administration, faculty, students, and staff. Overall, there are multiple broad lessons that law school administration, faculty, and students can learn from this extraordinary exam period. First, have a plan but be willing to modify and adapt as necessary to accomplish tasks. Second, communicate on a regular basis and update constituents as necessary. Third, implement stress-management and self-care awareness programs for faculty, staff, and students. When transitioning to a purely online modality, law schools must focus their attention on three specific groups: administration, faculty, and students.

A. *The Administration*

The law school administration needs a disaster plan that addresses the possibility for long-term remote learning and teaching. An administration can then use this plan to more quickly and appropriately respond to pandemics, weather related conditions, building fires, and any other potential natural disasters that may be endemic to the region in which the school is located. This plan should contain specific information on how faculty should pivot from face-to-face teaching to online modalities with minimal interruption to course content and schedules. Each department within the law school should have a plan that directs and supports the ongoing operation and continuing instruction by faculty while also supporting students based on broader law school directives. These smaller departmental plans should specify the actions needed to continue operations, the timelines for accomplishing these actions, and the resources required to alleviate confusion in the event of disaster situations.

Additionally, the disaster plans should contain return-to-work plans that outline phased in returns. These plans should be updated at least annually to account for new technologies, programs, and faculty training. It is incumbent upon all personnel to be familiar with the operation of said technologies and programs to facilitate a smooth transition from one modality to another. Also, there should be an ongoing effort to update and purchase the equipment and technology necessary to facilitate the shift to a purely online modality. Unfortunately, there is currently no single platform designed to address the needs of law school exams. Instead, there are platforms that accommodate some aspects of exam administration and not others. For instance, the structure of exams (i.e. essay, multiple-choice, etc.), timing components, anonymity, and proctoring are all areas that must

be given thoughtful consideration when deciding on a platform to use. Additionally, the exam period is an area of important consideration (i.e. will exams have time windows or specific days and times) as this will affect which platforms are used to administer exams. Another important aspect to consider when deciding on a platform to administer exams is the technological competency of faculty, staff, and students. Some questions to consider include: whether the school has staff that can be named administrators on the platform, the extent of the training required to use the system, and, whether there is adequate technical support for the platform. Accordingly, the law school should evaluate and provisionally decide on what platforms to use in case exams must pivot from traditional face-to-face exams to online exams.

B. Faculty

There is no single platform designed specifically for the administration of law school exams. Exams given in an online modality are inherently going to have to be designed differently than a traditional law school exam. The capabilities of the platform chosen to administer exams must be clearly disseminated to the faculty. The faculty will have to understand the strengths and weaknesses of the platform so that they can prioritize the aspects of the exam that are most important to them. For example, faculty will need to consider and prioritize certain exam features such as anonymous submission, timing, proctoring, and style of exam (i.e. essay, multiple-choice, short answer, etc.). When designing the exam for an online testing format, the way in which the exam will be presented to the student has to be considered. For instance, if faculty are giving a multiple-choice exam, does the platform limit the number of words for a question; or, if they are giving a series of multiple-choice questions, will students need to refer to one hypothetical fact pattern. For essay question exams that include images, the faculty must know how the platform will present the images, if at all. There are always technical issues that will arise when using an online platform, but many problems can be alleviated just by the faculty knowing the capabilities of the platform, determining the style of the exam, and deciding the testing requirements they want to include. Additionally, faculty should be provided substantial user training on the programs, platforms, and equipment that the administration expects them to utilize.

C. Students

Enabling students to become proficient in new technologies allows them to gain confidence in using these technologies that they can

continue to use in their careers moving forward. The use of detailed instructions supplemented with live video demonstrations was effective in preparing students to take the online exams. In addition, creating an email account specifically for exam-related questions provided a simple solution for handling student issues during the exam period. Continuing to place an emphasis on computer literacy and troubleshooting skills will provide students with important skills for dealing with and negotiating issues with the technology. Having these basic skills would likely have reduced the number of reported issues during exams.

The COVID-19 pandemic has forced law schools to reexamine course content and delivery through an online atmosphere. Faculty are using technology to facilitate oral arguments, encourage class discussions, and present lectures. They are using learning management platforms for communication with students, creating assignments, and administering exams. The use of this technology will most likely subside to some extent when the pandemic is over and faculty return to traditional face-to-face teaching. However, the level of resistance by law schools to embrace the use of technology will gradually decline the longer the pandemic goes on and the more established these technologies become in the education of future students. Future law students are currently in undergraduate and graduate programs using this same technology and will come to expect that it will be utilized in their professional education and training. Moreover, legal practice has also had to shift to online modalities to perform interviews, depositions, and court business. It only makes sense that these technologies will remain in use in the practice of law. It should come as no surprise that COVID-19 will indelibly change legal education and the practice of law will.