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Fall 10-28-2020

## SB41-20/21: Resolution Urging University of Montana Instructors to Avoid Online Proctoring

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1 2 3 4	The Associated Students of the University of Montana Resolution Urging University of Montana Instructors to Avoid Online Proctoring October 26, 2020 SB 41 - 20/21
5	SD 41 - 20/21 Authored by: Patrick James Flanagan, ASUM Vice-President;
6	
7	Whereas, The Associated Students of the University of Montana (ASUM) advocates for and
8	emphasizes trust and transparency among students, faculty, and staff;
9	
10	Whereas, The COVID-19 pandemic has caused 985 courses at UM to be transitioned online in a
11	hybrid, remote, or asynchronous modality;
12 13	Wheneng Tracting in outling common and 1:00 11 to the first first start of the
13 14	Whereas, Testing in online courses are difficult to proctor because of the unique situation that an out-of-classroom setting puts students and instructors into;
14	out-or-classicoli setting puts students and instructors into;
16	Whereas, The online proctoring of some courses accesses a test taker's device without consent
17	leading to an intrusive violation of privacy;
18	5 and and a second or providely,
19	Whereas, The online proctoring of some courses require a student to turn on their webcam, show
20	a proctor the room that they are taking the test in, sit down at a clean desk, and proceed to take
21	the test without other people or noise in the background, and with heavy restriction on eye
22	movement and body movement;
23	
24	Whereas, Forcing students to reveal their living situation to an online proctor is an intrusive
25 26	violation of privacy;
20 27	Whereas, The COVID-19 pandemic has affected the accessibility that students have to academic
28	environments that provide a quiet and unpopulated area fit with a clean desk;
29	environments that provide a quiet and unpopulated area in with a creati desk,
30	
31	Whereas, If a student violates these unreasonable requirements they face lost points or complete
32	failure of a test which can negatively and unfairly impact their GPA;
33	
34	Whereas, Students have expressed concern with this kind of proctoring because they the
35	violation of privacy and unreasonable requirements can unnecessarily pit faculty and students as
.36	adversaries in the learning process;
37 38	Whereas Studies show that an ensure at 1.44 if the interior of the
39	Whereas, Studies show that, on average, students with test-anxiety perform worse on online proctored tests <sup>1</sup> ;
40	
41	Whereas, Alternatives methods of assessment—such as open-book testing, randomized and
42	timed testing, essay testing, and final projects—can be implemented in online courses to avoid
43	the need of online proctoring;

<sup>&</sup>lt;sup>1</sup> Woldeab, Daniel, and Thomas Brothen. "21st Century Assessment: Online Proctoring, Test Anxiety, and Student Performance." International Journal of E-Learning and Distance Education, vol. 34, no. 1, 2019, pp. 1–10., files.eric.ed.gov/fulltext/EJ1227595.pdf.

44	
45 46 47	Whereas, Evidence supports that open-book testing leads to achievement of course goals, higher exam scores and lower test-anxiety in college students when compared to closed-book testing <sup>2</sup> ;
48 49 50	Whereas, Evidence supports that an essay test format is more effective at measuring student achievement <sup>3</sup> ;
51 52 53	Whereas, The Fall 2020 Instructional Planning Group specifically advised for increased flexibility among students, faculty and staff in the semester;
54 55 56	Therefore, Let It Be Resolved, That ASUM urges instructors at UM to avoid intrusive online proctoring in the upcoming 2020 Fall Semester finals session;
57 58 59 60	Therefore, Let It Be Further Resolved, That ASUM encourages instructors to instead implement creative assessment strategies such as open-book testing, randomized and timed testing, essay testing, and final projects;
61 62 63 64	Therefore, Let It Be Further Resolved, That ASUM asks instructors that refuse to avoid intrusive online proctoring to practice flexibility and accommodate students that reach out to ask for an alternative method of testing;
65 66 67	Therefore, Let It Be Further Resolved, That ASUM urges the UM administration to completely avoid using intrusive online proctoring in future finals sessions;
68 69 70 71 72 73	Therefore, Let It Be Further Resolved, That this resolution be sent to Chris Palmer, Chair of Faculty Senate; Megan Stark, President of the University Faculty Association; Daisy Rooks, UFA Student Complaint Officer; Seth Bodnar, President of the University of Montana; Reed Humphrey, Interim Provost and Executive Vice President; Nathan Lindsay, Vice Provost for Academic Affairs; and Sarah Swager, Vice Provost for Student Success.
74 75 76 77 78	Passed by ASUM Senate: <u>October 28</u> , 2020
78 79 80	Patrick James Flanagan, Chair of the Senate

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<sup>&</sup>lt;sup>2</sup> Gharib, Afshin, et al. "Cheat Sheet or Open-Book? A Comparison of the Effects of Exam Types on Performance, Retention, and Anxiety." *Psychology Research*, vol. 2, no. 8, 2012, pp. 469–478., files.eric.ed.gov/fulltext/ED537423.pdf.

<sup>&</sup>lt;sup>3</sup> Ctiswell, John R., and Susan J. Criswell. "Asking essay questions: answering contemporary needs." *Education*, vol. 124, no. 3, 2004, p. 510+. *Gale Academic OneFile*, Accessed 27 Oct. 2020.