

01 INTRO -

KS : WELCOME TO MINDSHIFT, THE PODCAST ABOUT THE FUTURE OF LEARNING AND HOW WE RAISE OUR KIDS. I'M KI SUNG.

NG: AND I'M NIMAH GOBIR.

—

Let's picture a scene that many teachers out there are very familiar with....

Exam time....

AMBI IN

***You've just handed out the test**

It's totally silent, aside from the occasional deep sigh from a student, tapping pens and furious penciling on the scantrons..

Now that the students are fully in it, you take a seat and begin to grade other assignments.

Every once in a while you glance up to see if there's any blatant cheating

One student is looking a little suspicious so you hit them with a "Hey, eyes on your paper"

AMBI OUT

MUSIC IN

NG: THIS IS PRETTY STANDARD FOR MOST EDUCATORS. BUT DURING REMOTE LEARNING, STUDENTS WERE AT HOME AND TEACHERS HAD TO CONSIDER A DIFFERENT APPROACH.

REMOTE LEARNING CHANGED THE WAY WE THINK ABOUT TESTING. TECH TOOLS THAT WE HADN'T EVEN HEARD OF A FEW YEARS AGO REACHED NOTORIETY IN OUR SCHOOLS. TODAY WE EXPLORE THE SOLUTIONS THEY OFFER AND THE HARM THEY CAN CAUSE...

**MUSIC OUT
SPONSOR BREAK**

NG: When the pandemic began, everything was in flux and teachers were adjusting to a new normal just like everybody else.

JA: [00:05:52] I was very much like, "It's a pandemic, like I'm just going to be chill about everything." [00:05:58][6.4]

NG: JULIA IS AN AP STATS AND PRECALCULUS TEACHER FROM SAN DIEGO.

JA: [00:10:27] I'm just going to build a community to make this not a terrible place to be for an hour. [00:10:34][7.5]

NG: As a math teacher, tests were very much a part of the curriculum. She didn't think she would need to change much about the way she assessed students buuuut

JA: [00:06:02]they would all get like a hundred percent. There was rampant cheating. [00:06:12][10.2]

NG: AND YOU DON'T HAVE TO HAVE CLASSMATES NEXT TO YOU IN ORDER TO CHEAT.

JA: [00:06:29] There's like apps that they can just scan the problem with their phone camera and it'll give me answer. [00:06:39][9.9]

JA: [00:06:48] I just told them I was like, You know what, if you guys are like choosing to cheat...this is precalc, you're going to have a bad time in calculus next year. [00:07:04][15.9]

JA: [00:07:43] I just think of cheating as like a crime of opportunity. I don't think it shows a moral failing. I think generally if you make it easy to cheat, then kids are going to because schools are really high stakes. [00:08:00][16.6]

NG: WE TOUCHED ON THIS A LITTLE IN OUR EPISODE ABOUT GRADING: GRADES HAVE AN ENORMOUS IMPACT. SOME STUDENTS FEEL LIKE THEIR WHOLE FUTURE IS RIDING ON DOING WELL ON TESTS... LIKE THEIR ABILITY TO PARTICIPATE IN SPORTS, GRADUATE, and GET INTO COLLEGE. WITH STAKES SO HIGH, CHEATING CAN SEEM REALLY APPEALING.

ON THE OTHER SIDE, TEACHERS AND SCHOOLS WILL GO ABOVE AND BEYOND TO PROTECT THE "INTEGRITY OF TESTS." THEIR THINKING IS 'IF CHEATING IS ALLOWED TO FLOURISH IT DEVALUES THE TEST, DEGREE, AND MAYBE EVEN THE REPUTATION OF THE ENTIRE SCHOOL.'

AND JUST AS TECHNOLOGY HAS MADE IT EASIER TO CHEAT, SOME PEOPLE THOUGHT TECHNOLOGY COULD TIP THE SCALES BACK IN THE OTHER DIRECTION TO MAKE CHEATING IMPOSSIBLE.

BUT BEFORE WE TALK ABOUT NEW WAYS CATCH POTENTIAL CHEATERS WE HAVE TO TALK ABOUT EDUCATION TECHNOLOGY OR ED-TECH- AND HOW IT'S WIELDED.

JR: [00:00:57] My name is Justin Reich, and I research how teachers learn.
[00:01:00][3.2]

NG: JUSTIN SAYS MOST EDTECH DOES WHAT SOMEONE HAS ALWAYS DONE,

JR: We typically don't introduce new technologies to new do new things.

NG: Take for example CREATING FLASH CARDS... OR SHOWING NOTES ON THE BOARD... BUT DURING THE PANDEMIC THERE WERE NEW DEMANDS...

JR: [00:07:40] Test proctoring companies came along and said We have a solution to help you address some of these issues

NG: FOR TESTS - SCHOOLS WERE LOOKING FOR SOMETHING THAT DID WHAT TEACHERS WOULD USUALLY DO – PROCTOR AND TELL KIDS “HEY! EYES ON YOUR PAPER!”

MUSIC SHIFT

NG: SO WHAT DOES VIRTUAL PROCTORING EVEN MEAN...

CG: typically if you were to have a test, it would be monitored in some way.

NG: CHRIS GILLIARD [[GILL-yurd]] is a fellow at the Shorenstein center at THE HARVARD KENNEDY SCHOOL...

And so remote proctoring is just a way to try to mimic that remotely.

NG: CHRIS SAYS IT TAKES A LOT OF TECHNOLOGY AND COMPUTER PROGRAMS TO REPLICATE A TEACHER WATCHING STUDENTS TAKE A TEST...

CG: [00:01:09] that can range from anything from a locked down browsers to facial recognition and eye tracking, to tracking of people's, the mouse on your computer and things like that [00:01:35][26.3]

NG: THERE ARE MANY TYPES OF VIRTUAL PROCTORING SERVICES. But let's focus on THREE POPULAR KINDS

LOCKDOWN BROWSERS. Which PREVENT YOU FROM visiting ANOTHER PAGE.

LIVE PROCTORING WHERE A person WATCHes YOU TAKE THE TEST. THEY MAY ALSO ASK TO SEE YOUR WORKSPACE TO MAKE SURE YOU DON'T HAVE ALL THE ANSWERS TAPED TO YOUR DESK OR ANYTHING

And last, AUTOMATED PROCTORING. WHERE Artificial Intelligence IS USED TO MONITOR THE TEST *AND FLAG IRREGULARITIES, SUCH AS IRREGULAR EYE MOVEMENT, ANOTHER PERSON IN YOUR SCREEN, AND *TALKING.

NG: PROCTORING SERVICES BALLOONED DURING THE PANDEMIC WITH SOME VIRTUAL PROCTORING COMPANIES [GROWING AS MUCH AS 900%](#) AFTER SCHOOL BUILDINGS CLOSED.

NG: In a situation that was pretty bleak, some people had a lot of optimism about this new tool! It could help teachers do what was being done before! That's how 5th grade teacher Sophie Morton felt when she got an email in 2020 saying her 5th graders would be testing online.

NG She used a few programs to keep an eye on students as they took their tests.

NG: She proctored using Zoom to keep an eye on students' faces

SM: [00:05:01] So the cameras had to be on. [00:05:03][2.8]

NG: Then there was the backend of the testing program.

SM: [00:05:10] You can see like what question the students are on. You can see the time like live streaming, almost like their activity, like are they stuck on one question for 8 minutes? [00:05:21][11.5]

NG: And then they used software called GoGuardian, which shares student screens to make sure they're not surfing the web

SM: [00:05:48] And really, to my surprise, the students were super engaged with the test. None of them were like off wandering, another website and things like that. [00:06:02][13.7]

NG: For Sophie, the technology was more about making sure her 5th graders – who can be a little spacey...they're 10 years old after all– stayed focused on the test. Her version of virtual proctoring meant she was a live proctor

SM: [00:11:42] It all depends on who the monitor is. [00:11:48][5.3]

SM: [00:12:38] I think that probably impacts, I think, the behavior of children and that honor system that they're supposed to be on is like, okay, do I know the person that's in front of me? [00:12:49][11.1]

NG: SO REMEMBER THERE ARE A FEW TYPES OF VIRTUAL PROCTORING. IN SOPHIE'S CASE, SHE MONITORED HER STUDENT ONLINE AS A LIVE PROCTOR. BUT SOME STUDENTS AREN'T BEING PROCTORED BY A PERSON. INSTEAD THEY'RE BEING MONITORED BY ARTIFICIAL INTELLIGENCE....

MUSIC POST

NG: IN THEORY VIRTUAL PROCTORING PROMISED TO **END** CHEATING... IN PRACTICE IT INTRODUCES A WHOLE LAUNDRY LIST OF PROBLEMS... SOME PROBLEMS THAT HAVE BEEN WITH US FOR A WHILE *like RACIAL BIAS*. causing CONCERN FOR PARENTS LIKE JANICE WYATT ROSS.

JR: "Amaya calls. She's like, "Oh mama, I am exhausted." I said, "Wait a minute, what's going on?" She said, "I had to take a quiz and we had to use this software." "What are you talking about?" And she said, "Well, I had to do a 360 degree scan of my room first." "Oh, OK, why did it have to scan your room." "They wanted to make sure we weren't cheating" like, OK, red flag number one. And then what? She said it was a quiz. It wasn't even the exam. It was a quiz. [00:04:44][36.2]

AR: [00:18:11] it was biology 11-13.

NG: THAT'S AMAYA

I can't remember if it was a lab quiz or just like a general checking quiz for the lecture. I think it was a lab quiz. Yeah, it was a lab quiz. [00:18:26][14.5]

NG: SHE WAS in HER THIRD YEAR AT OHIO STATE UNIVERSITY

AR: [00:19:10] So I never use the software, but I'd heard a lot of things about it. Mostly negative, not positive. And so I knew it's probably going to be like a room scan, a face scan, share screen, all the laundry list of things that it does. [00:19:35][24.8]

NG: SHE GOT READY TO TAKE her BIOLOGY LAB QUIZ, *THINKING* SHE WAS SETTING HERSELF UP FOR SUCCESS.

AR: [00:19:48] My room gets pretty bright around noon because that's when I get the most sunlight, so I'll do that. So it made sense the first time it didn't work because I was

like, I have no lights on. But then it started getting really frustrating when I did turn on my lights on and it was giving me the same error message . [00:20:07][18.5]

NG: SO SHE TRIED A MORE AGGRESSIVE APPROACH

AR: [00:20:13] I was like, you know, let me just stand under this light and see if it will work. ~~That was a practice quiz that worked really well.~~ I'm not about to stand and take this quiz. So I kept troubleshooting things. ~~And as I said in the video over and over again,~~

NG: The software wouldn't recognize Amaya's face and she thinks it's because of her skin tone.

I just happened to have this flashlight. And I was like, Let me see if this works. And it ended up working. I took my quiz and then I called my mom immediately because I was like, This is crazy. [00:20:41][27.9]

NG: AMAYA UNFORTUNATELY ISN'T ALONE.

CG: [00:07:16] we have multiple accounts...

Here's Chris Gilliard again..

multiple multiple accounts of the ways in which these systems harm students, whether that's through facial recognition and facial detection that doesn't recognize black and brown students, it doesn't work on dark skin, whether that's things like eye tracking, but is very ablest in that it can discriminate against people whose eyes may move for a variety of reasons, none of which indicate that they're cheating. [00:08:17][61.4]

CG: [00:09:21] it can't be overstated that dehumanizing effect of just wanting to take a test, you know, just wanting to participate and learning, just wanting to get a degree and having a technological system say that you're not a person [00:09:39][18.8]

NG: IT'S WORTH SAYING THAT AFTER HER MOM TWEETED ABOUT THIS, REPS FROM THAT PROCTORING SERVICE **AMAYA USED REACHED OUT TO WORK WITH HER ON IMPROVING THE SOFTWARE, BUT in some ways, it was TOO LATE... SHE HAD ALREADY BEEN PREVENTED FROM TAKING HER TEST BECAUSE OF HER SKIN TONE. **SHE'S GOT MORE SCHOOLING AHEAD OF HER SO SHE'S TRYING TO MOVE FORWARD****

AR: [00:23:00] in my head, some things you just got to deal with being black and then you move on. [00:23:08][8.7]

AR: [00:23:39] my mom is really the only person I was really forthcoming with, because after the fact when I kind of realized a lot of people who wanted to know about the story, it kind of made me very nervous to talk about it because you never you never really want

people to have something to say about what you're doing and what you're not doing, because I wasn't doing anything except for being a student. [00:23:58][18.7]

NG: AND WHILE AMAYA DOESN'T CHEAT, SHE UNDERSTANDS WHY HER PEERS MIGHT.

AR: [00:36:10] People my age are looking at the world and it's just a garbage fire. you can't get experience because people want this level of education before you can even get an internship and it's an unpaid internship.

AR: [00:36:48] there's all these expectations for what we're supposed to do between the ages of 18 and 22. But the world is not changing with those expectations [00:36:57][9.3]

And it's like, if I can't make sure that I am in the best position possible to take these steps so I can end up where I need to end up to have the life that I want to have, then yeah, I'll go ahead and cheat. [00:36:35][24.3]

NG: AMAYA ALSO DOESN'T THINK KIDS CHEAT NEARLY AS MUCH AS TEACHERS THINK THEY DO...

AR: [00:28:41] Because cheating is so much work like you're doing all this work to not learn anything at this point, you could just learn something and moved on. [00:28:57][16.0]

NG: IN REALITY 1 IN 3 STUDENTS ADMIT TO CHEATING ON IN PERSON TESTS and THE SAME PROPORTION OF STUDENTS ADMIT TO CHEATING ON ONLINE TESTS. BUT THE METHODS USED TO *MINIMIZE* CHEATING ONLINE SEEM EXCESSIVE.

BECAUSE NOT ONLY CAN VIRTUAL PROCTORING BE DEHUMANIZING... THERE ARE PRIVACY AND SECURITY CONCERNS.

IN JANUARY THERE WAS A BIG DATA BREACH WHERE A PROCTORING SERVICE WAS HACKED. The HACKERS got ACCESS TO THE SITES STUDENTS VISITED AND THEIR WEBCAMS.

NG: SO CLEARLY, THERE'S A BIG DIFFERENCE BETWEEN MONITORING A TEST HAPPENING IN A STUDENT'S HOME and WALKING DOWN THE ROWS IN A CLASSROOM DURING A TEST

CG: [00:26:45] you're not being invited into their home, you know, you're not being, you know, you're not gaining the ability to scan their machine. You're not seeing who else is in the background, you're not adding their face to a database,

NG: SOME MIGHT ARGUE THAT we shouldn't worry so much about data breaches because YOUNG PEOPLE ALREADY HAVE A LOT OF DATA AVAILABLE ON SOCIAL MEDIA. BUT CHRIS SAYS THIS IS AN OPPORTUNITY TO EDUCATE RATHER THAN DOUBLE DOWN ON HARMFUL PRACTICES.

CG: [00:11:05] they've grown up, many of them using a lot of these technologies, so some of them don't necessarily know that we're not supposed to be constantly surveilled, right?

CG: [00:15:37] But I think one of the worst downstream effects of what they do is then it allows people to say, well, all of us extraction and data mining and surveillance is already part of of life. So why not add to it? And I think that's very much the wrong way to do about it. [00:16:34][56.5]

NG: USING SURVEILLANCE TOOLS IN SCHOOL CAN MAKE STUDENTS FEEL UNEASY. AND IT HANDS OVER A LOT OF POWER TO FOR-PROFIT PROCTORING COMPANIES WHO MAY NOT ALWAYS HAVE STUDENTS' BEST INTEREST IN MIND.

CG: [00:11:56] I think it's important to know, that it's not necessary for it to be this way we can have some of the benefits of the technologies that we enjoy without some of the currently associated harms. [00:12:18][21.4]

NG: JUSTIN REICH AGREES. WHEN SCHOOLS GET A FANCY NEW TECHNOLOGY, HE SAYS TEACHERS AND SCHOOL LEADERS CAN ASK THEMSELVES A SIMPLE QUESTION: WILL THIS MAKE YOUNG PEOPLE FEEL LIKE IT'S NORMAL TO BE SURVEILLED?

JR: [00:19:10] I do an exercise with my MIT students where I ask them to list all of the data and data sources that you think your your education system has about you. people start with the obvious like, Oh, OK, so they know my age, they know my grades, they know, you know, other things. And then they're like, Oh, like, I need to have this like smartphone app to use the laundry. And it's connected to the school system. So they know when I do my laundry because they're tracking Wi-Fi pings, they know where I am all the time. During the day. They know every time I swipe my key card into every building. Actually, like in theory, you know, the institutions, especially when you get to college. And if you go to a residential college and live in these places, they in theory know, all kinds of things about my movement and online activity. And so we've got to think really carefully as educators, you know, what kind of world do we want to model and invite people to be in? [00:20:11][60.6]

JR: I don't think we can have a healthy civil society in a democracy where people are surveilled all the time, like there need to be spaces for privacy. There need to be space where the state doesn't watch everything we do. [00:19:05][32.0]

NG: AND IF YOU THINK THESE TECHNOLOGIES WON'T AFFECT *TEACHERS*... THEY MIGHT SOON SAYS CHRIS GILLIARD [[GILL-yurd]] .

CG: [00:23:48] These systems never stop with one population. One of these technologies that does that's like a student surveillance sort of platform. And one of the other things that they've touted is their ability to surveil instructors, even going so far as to say that they could short circuit collective action and strikes by surveilling teachers. And so if people are moved by the argument that it's harmful to students. One of the other things that I point to is the ways in which these systems will eventually be trained on them. [00:24:34][46.5]

NG: YOU MIGHT THINK THAT WITH STUDENTS BACK IN SCHOOL BUILDINGS, THE NEED FOR THESE VIRTUAL PROCTORING PROGRAMS WOULD GO AWAY. BUT THE ABILITY TO TAKE A TEST WITHOUT GOING INTO A TESTING LOCATION Can STILL be APPEALING TO PEOPLE WHO DON'T WANT TO TRAVEL. STARTING IN 2024, THE SATS WILL BE OFFERED DIGITALLY .

HERE's JUSTIN REICH AGAIN.

JR: One of the things about education technology is that we often want it to be seamless.

But it's actually good when we are forced to trip over our technologies periodically and be like, Well, what is going on here? Like, what is this thing and why are we using it? And is it OK? [00:22:17][44.4]

NG: YOUNG PEOPLE ARE ACTUALLY UNIQUELY POSITIONED TO SPEAK OUT AGAINST ANY ED TECH THAT COMES INTO THEIR SCHOOL

JR: [00:21:33] Students should certainly organize, and there are all kinds of structures in schools to do that from. Student councils and other kinds of things

CG: [00:17:59] I mean, I think there's a lot of unfortunate ways in which we've come to understand student as customer. But one of the benefits of that is that when students push back against the technology, particularly to administration. When they're seen as an unhappy customer, they often can get a level of of response that often even instructors can't get. [00:18:31][31.7]

ZH: [00:13:42] I guess I would say, I want to make people more aware of virtual proctoring and try and protect a little bit of privacy we have granted.

NG: ZOE HARWOOD IS A 19 YEAR OLD COLLEGE STUDENT.

We live in a day and age where, let's face it, I don't even know what privacy means. I have grown up my entire life with Google and Apple and Facebook and Instagram and all the major tech companies mining me for every single bit of data I have.

[00:14:06][24.4]

MUSIC SHIFT

ZH: [00:01:14] my boyfriend happened to have ~~a happened, to have a~~ major test with Proctor U. He had a horrible experience with it and just like texted me nonstop about I was like, Hey, I can actually do something with this now. And so from that onward, it just got. So that's how the whole thing started.

NG: ZOE WORKED WITH OAKLAND BASED ORGANIZATION Y-R MEDIA TO HIGHLIGHT STUDENT EXPERIENCES WITH VIRTUAL PROCTORING. THEIR INTERACTIVE ONLINE STORY IS CALLED SURVEILLANCE U

ZH: [00:00:43] So this project began around November or December of 2020.

[00:00:49][6.4]

NG: FORTUNATELY-ZOE, NEVER HAD TO USE THE SOFTWARE, BUT She Talked to STUDENTS ACROSS THE COUNTRY who had. Students told her that it felt invasive, that it was biased, and even jeopardized their mental health... SHE ALSO UNCOVERED DATA ABOUT THE PROCTORING SERVICES THAT ISN'T WIDELY KNOWN

ZH: [00:11:45] So on our surveillance u story, we had a infographic from Procter You that blatantly showed that only a handful of tests had actually had any confirmed breaches of any sort.

NG: Meaning very few kids were caught cheating while using their service.

ZH: And and it kind of flabbergasted me. Like, Why would you broadcast this? You're essentially making the point for me that you should not exist, like if just 0.72 percent of everybody taking your test has ever been shown to actually cheat? Why should we have this?

NG: WHETHER THIS IS BECAUSE THE PROCTORING SERVICES ACTUALLY WORK IS UNCLEAR. On average students do score lower while taking proctored tests. This could be because the service is working, or because their anxiety levels are higher... ¹

REGARDLESS, ZOE AND STUDENT REPORTERS AT YR MEDIA THINK PRIVACY AND EQUITY ARE TOO HIGH OF A COST TO PAY

NG: And across the country PUSHBACK IS COMING FROM STUDENTS WHO FEEL... WELL ...CHEATED THEMSELVES... FROM BUILDING GOOD RELATIONSHIPS WITH EDUCATORS AND THE MATERIAL THEY'RE SUPPOSED TO BE LEARNING

ZH: [00:16:43] Do I need to have somebody looking over my shoulder for every single thing that I do while I'm taking this test? This feels extremely invasive. Why are you doing this?

And I feel that sense of betrayal comes up, whether it is privacy or automated racism, or in having to pay for these exams. [00:17:11][28.3]

NG: PROCTORING WOULDN'T EVEN EXIST IF SCHOOLS WEREN'T OBSESSED WITH TESTS. A common defense of the test comes from educators who say tests prepare students for their future in the real world... BUT IF TESTING IS SUPPOSED TO PREPARE STUDENTS FOR THE REAL WORLD, IS IT the most effective PRACTICE?

CG: [00:03:37] How we think about testing doesn't really mimic or replicate what happens in real life. And so what I mean by that is in kind of these old fashioned or traditional ways of testing, there's an idea that you're a solitary person by yourself. And the knowledge that you have in your head at that moment somehow represents your capabilities. If you don't know the answer to a particular question at that time, then you're somehow seen as lacking or deficient. [00:04:11][34.2]

NIMAH: LEARNING IS ACTUALLY VERY SOCIAL. AND WHEN STUDENTS *GO OUT AND GET JOBS THEY WILL BE WORKING AND COMMUNICATING WITH OTHER PEOPLE TO FIND THE ANSWERS THEY NEED.

CG: [00:04:32] I'll give you a real world situation, so I have a dog and our dog was born with a very rare disease. One that our vet hadn't seen. And so what the vet did is got on

¹ <https://slate.com/technology/2020/10/online-proctoring-proctoru-proctorio-cheating-research.html> On average, students using proctoring software scored 17 points (out of 100) lower than students who did not use the software. That, Alessio says, was a strong indication that students could be cheating [...]. For instance, a 2019 study by Metropolitan State University instructor Daniel Woldeab and University of Minnesota psychologist Thomas Brothen found that students who rated more highly on anxiety scored worse when using proctoring software versus just taking an online test without proctoring. "We have identified an issue that seems to have escaped the attention of researchers studying online learning—test anxiety," they write. (When I asked Alessio whether her work addressed the possibility that proctoring itself could affect scores, she said it'd make for an interesting study.) [...] The mere threat of being flagged can be anxiety-provoking for students. One recent viral TikTok showed a student crying after she got a zero on an exam because proctoring software flagged her reading a question to herself as "suspicious."

a message board for veterinarians and asked other people, Hey, have you seen this and what? What does this look like to you and how do you treat it and things like that? So that's kind of how knowledge often tends to work. [00:05:05][32.9]

NG: Some EDUCATORS SEE THAT IT'S NOT THAT STUDENTS DON'T WANT TO LEARN. THEY'RE ACTUALLY ITCHING FOR ALTERNATIVE WAYS TO DEMONSTRATE THEIR KNOWLEDGE. And one educator I talked to found a way to help them do it... HERE'S MARITIZ APIGO, CONTRA COSTA COLLEGE'S DISTANCE EDUCATION COORDINATOR

MA: [00:29:11] I was in one of our student success committee meetings. And there's, you know, like a handful of students there and they they get to bring they get to bring up like, what? What's going on to them? And they said that there's a lot And they said there's a lot of online proctoring going on. Can we have less of that and this was like when the pandemic hit the summer of 2020.[00:29:37][26.1]

MA: Maritez worked with a team TO DRAFT GUIDELINES for online testing. They focused on accessibility and equity. and ended up with a document that shows ways to break away from scantrons and the need for proctoring... they advocated more for “authentic assessment”²

MA: [00:03:38] you need to set up your class. With. With trying to keep it like cheating already in mind, so it's already part of your design and. And so the types of assessments that you give your students are already kind of designed so that students can't cheat. [00:04:13][34.4]

MA: [00:06:11] it does take a little bit more work on the teacher side. And but you do get to get be more creative in your assessment when you do it. But when you think about how you can design an assessment where there's not only one right answer. [00:06:31][20.1]

MA: [00:06:48] then you have students submitting all different types of things and it becomes harder for them to cheat, right? Or it's easier to detect like two people both turn in the same project, right? Like what happened here? [00:07:10][22.7]

NG: HERE'S AN EXAMPLE OF HOW A TEACHER WHO IS KEEPING CHEATING IN MIND MIGHT GIVE AN ASSESSMENT

MA: [00:07:18] like in a biology class, 100 question or 50 question multiple choice tests where, you know, students have to basically regurgitate the information that they memorized, right? But if you were to switch your assessment towards something more

² https://docs.google.com/document/d/1GI-9sCB6LePMYS9kIsrpeWuGHcG1gVu_Ic0iOa6kY3w/edit “we find online proctoring software, in general, to be highly problematic and the purpose of this guidance is to create awareness and suggest alternatives. Any faculty member who chooses to use online proctoring software should be aware of the concerns related to [equity and inclusion](#), [privacy](#), and other issues outlined in this guidance.”

authentic, then you might have your students instead design a brochure that might be found in a doctor's office on a topic related to biology that you studied,

NG: This way, Teachers can give students a list of topics ... then students can choose what might interest them and create projects around those subjects.

MA: Now you have students submitting all different types of work. And it's not only one right answer, but they're still demonstrating what they learned in your class.
[00:08:43][84.7]

NG: SOME TEACHERS WEREN'T A FAN OF THE GUIDELINES THAT MARITEZ AND HER TEAM CAME UP WITH and STEM TEACHERS TEND TO BE THE MOST RESISTANT TO GIVING UP-TRADITIONAL TESTING AS WE SAW WITH JULIA'S PRECALCULUS CLASS IT'S PRETTY EASY TO CHEAT.... STILL SOME WERE WILLING TO GIVE IT A TRY

MA: [00:32:27]So we issued it to all faculty and, you know. And then then after that, that's when I kind of like, started sharing it more widely. And we decided we need to give this a creative commons license because so many other people want to adopt it.
[00:32:46][19.0]

OUTRO

02 KS: NIMAH, In your reporting, did you find techniques educators can use to ENCOURAGE ACADEMIC INTEGRITY WITHOUT ALL THE STRESS?

NG: SCHOOLS ARE EXPLORING WHAT IT MEANS to foster a culture WHERE Students CAN ask for help, SHOW WHAT THEY'VE LEARNED IN CREATIVE WAYS, AND learn at different paces without being penalized.

KS: Like the SCHOOLS that ARE CONSIDERING DUMPING THE LETTER GRADE SYSTEM AND OPTING FOR PASS/NO PASS GRADING.

NG: Some teachers are trying TWO STAGE EXAMS WHERE STUDENTS TAKE A TEST THE NORMAL WAY AND THEN TAKE A TEST IN A SMALL GROUP. The hope is they'll feel less pressure TO CHEAT AND MORE EXCITED TO SHOW WHAT THEY'VE LEARNED

03a NIMAH THANK YOUS:

JULIA ANKER, JUSTIN REICH, CHRIS GILLIARD, SOPHIE MORTON, JANICE AND AMAYA ROSS, MARITEZ APIGO, YR MEDIA AND ZOE HARWOOD

NG: MindShift is produced by me, NIMAH GOBIR.

KS: And me, KI SUNG. Our editors are Jessica Placzek AND KATRINA SCHWARTZ. Seth Samuel is our sound designer. JEN CHIEN is our head of podcasts, and Holly Kernan is KQED's Chief Content Officer.

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KS: Thank you for listening!

THE END

On one hand, academic integrity is our expectation that students will follow the rules WHEN IT COMES TO SHOWING HOW MUCH YOU'VE LEARNED. and on the other hand we have the tools used to enforce those rules, whether it's keeping an eye on test takers or having students install monitoring software.

NG: It makes me wonder about what it means

KS: More schools are relying on pass/no pass grading and different testing models to find new ways for student to learn more meaningfully

NG: acknowledges that students might not cheat to avoid learning, but maybe that they're responding to learning because of high pressure situation or curriculum that isn't engaging and feeling like cheating is their best option.

INTRO -

JULIA ANKER AND CASUAL CHEATING

NG: SO WHEN YOU'RE GIVING A BIG TEST IN SCHOOL. YOU USUALLY HAND OUT THE TEST AND THE SCANTRON AND TOLD KIDS TO NOT LOOK AT THEIR NEIGHBORS' PAPER. AS A TEACHER, YOU'RE PROBABLY GRADING OTHER ASSIGNMENTS AND EVERY ONCE IN A WHILE YOU GLANCE UP TO SEE IF A STUDENT IS BLATANTLY CHEATING. BUT IF STUDENTS ARE ALL IN THEIR HOMES, IT'S ALL DIFFERENT. AND TEACHERS HAD DIFFERENT APPROACHES TO ASSESSING STUDENTS.

NG: JULIA ANKER IS AN AP STATS AND PRECALCULUS TEACHER FROM SAN DIEGO. IN HER EYES, WE'RE ALL IN THIS VERY BIZARRE TRAUMATIC COLLECTIVE EXPERIENCE. INTENSE TESTING DIDN'T RANK HIGH ON HER PRIORITIES.

OUTRO -

JA: [00:05:52] I was very much like, "It's a pandemic, like I'm just going to be chill about everything." [00:05:58][6.4]

JA: [00:10:27] I'm just going to build a community to make this not a terrible place to be for an hour. [00:10:34][7.5]

NG: SHE DID STILL GIVE OUT TESTS AND KIDS WERE KNOCKING THEM OUT OF THE PARK.

JA: [00:06:02] I would give them a test and they would all get like a hundred percent. There was rampant cheating. [00:06:12][10.2]

DIFFERENT WAYS OF CHEATING TEASE

JA: [00:06:29] There's like apps that they can just scan the problem with their phone camera and it'll give me answer. [00:06:39][9.9]

NG: THE APP IS CALLED PHOTOMATH IF YOU'RE CURIOUS.

JA: [00:06:48] I probably should have just stopped giving tests entirely ~~because I kind of just knew that they were just cheating on everything~~. But I just told them I was like, You know what, if you guys are like choosing to cheat...this is precalc, you're going to have a bad time in calculus next year. [00:07:04][15.9]

JA: [00:07:43] I just think of cheating as like a crime of opportunity. I don't think it shows a moral failing. I think generally if you make it easy to cheat, then kids are going to because schools are really high stakes. [00:08:00][16.6]

NG: NAME THE STAKES HERE AND THEN HOW SOME PEOPLE WILL GO ABOVE AND BEYOND TO PROTECT THE "INTEGRITY OF TESTS."

WHY WOULD A TEACHER CARE IF SOMEONE FAKED A TEST? WHAT DOES THAT MEAN FOR THE STUDENT? FOR THEIR CLASSMATES? FOR THE NEXT TEACHER?[[Spell it out for us]]

SOME PPL THOUGHT NEW TECHNOLOGY COULD SOLVE IT [[tease that this is one of the underlying things behind ed tech]]

NG: INTRO JUSTIN REICH, ZOOM OUT ON ED TECH AND WHAT IT DOES

JR: Speaker 2: [00:07:28] it's really hard to change the grammar of schooling.
[00:07:31][3.4]

JR: [00:01:41] We typically don't introduce new technologies to new do new things. We introduce new technologies to do the kinds of things we had before. We make technologies to do flashcards, we make technologies to have teachers show notes on the board. We have technologies to have a teacher to have students take notes. The first things that we do with technologies are whatever it is that we were doing beforehand.
[00:02:03][22.0]

JR: [00:04:13] one was learning management systems, which are basically tools for passing documents back and forth. And that was a function which is often needed in schools, but was particularly strongly needed when everyone was trying to learn from home. And then the other one was video conferencing, you know, zoom and meet and other kinds of things like that, which also will probably stick around in schools and some kind of way for parent teacher conferences, for remote and guest lectures in those kinds of things. [00:04:39][25.9]

WHICH BRINGS US TO TEST PROCTORING. PROTECTING THE INTEGRITY. SOMETHING ABOUT HOW THIS IS COPYING WHAT TEACHERS WERE DOING BEFOREHAND.. OBSERVING STUDENTS

JR: [00:07:40] there are reasons why sort of test security proctoring are kind of woven into our systems and the proctoring companies test proctoring companies came along and said We have a solution to help you address, you know, some of these issues. And so, you know, and so it was easier to lots of places found it easier, at least initially, to adopt those kinds of approaches than just say, OK, how can we create an education system that doesn't require putting, you know, requiring students to put malware on their personal computers? [00:08:16][36.3]

WHAT IS AI PROCTORING - CHRIS GILLIARD

CG: [00:01:09] It's a suite of different technologies that can range from anything from a locked down browsers to facial recognition and eye tracking, to tracking of people's, the mouse on your computer and things like that in an attempt to. Mirror or replicate what would happen in an in-person proctoring session. [00:01:35][26.3]

NG EXPLAINS THE THREE POPULAR TYPES – WHY IS IT BECOMING MORE IMPORTANT IN SCHOOLS? ~~CG STATES TWO REASONS~~

CG: [00:02:11] There's the answer that people who use them would assert and what people who would use them would say and what the companies would say is that there

needs to be some kind of monitoring in order to maintain academic integrity that typically if you were to have a test, it would be monitored in some way. And so remote proctoring is just a way to try to mimic that remotely. [00:02:41][30.5]

ALLUDE TO PROBLEMS BUT DON'T SAY HOLY FUCK AWFUL...

INTRO TEACHER

TEACHER WHO DID USE AI PROCTORING SOFTWARE

CG: [00:02:44] I would say that these systems are mechanisms of control, and I would say that they are kind of leftovers from some really outdated and unfortunate. Ideas about pedagogy and what constitutes teaching and learning. [00:03:02][18.0]

PROBLEMS WITH AI PROCTORING

1. RACIAL BIAS - AMAYA + JANICE ROSS

NG: INTRO JR

JR: "Amaya calls. She's like, "Oh mama, I am exhausted." I said, "Wait a minute, what's going on?" She said, I had to take a quiz and we had to use this software. What are you talking about? And she said, Well, I had to do a 360 degree scan of my room first. Oh, OK, why did it have to scan your room. They wanted to make sure we weren't cheating like, OK, red flag number one. And then what? She said it was a quiz. It wasn't even the exam. It was a quiz. [00:04:44][36.2]

AR: [00:18:11] it was biology 11-13. That was the class, and I can't remember if it was a lab quiz or just like a general checking quiz for the lecture. I think it was a lab quiz. Yeah, it was a lab quiz. [00:18:26][14.5]

NG: INTRO AR - THIRD YEAR STUDENT AT OHIO STATE UNIVERSITY, 21 YO

AR: [00:19:10] there was not a lot of direct sunlight in the morning. But as the day progressed, there was a lot of direct sunlight in the room. So I never use the software, but I'd heard a lot of things about it. Mostly negative, not positive. And so I knew it's probably going to be like a room scan, a face scan, share screen, all the laundry list of things that it does. [00:19:35][24.8]

AR: [00:19:48] My room gets pretty bright around noon because that's when I get the most sunlight, so I'll do that. So it made sense the first time it didn't work because I was like, I have no lights on. But then it started getting really frustrating when I did turn on my lights on and it was giving me the same error message over and over again. [00:20:07][18.5]

AR: [00:20:13] I was like, you know, let me just stand under this light and see if it will work. That was a practice quiz that worked really well. I'm not about to stand and take this quiz. So I kept troubleshooting things. ~~And as I said in the video over and over again,~~ I just happened to have this flashlight out because I was using it a little bit ago and didn't put it up. And I was like, Let me see if this works. And it ended up working. I took my quiz and then I called my mom immediately because I was like, This is crazy. [00:20:41][27.9]

NG: ZOOM OUT - DATA AND STATS, NOD TO HOW THESE TECHNOLOGIES ARE ALSO ABLE-IST. REPORTS OF PEOPLE WEARING GLASSES HAVING A HARD TIME.

CG: [00:07:16] we have multiple accounts, numerous accounts in The Washington Post, in Verge magazine and Vice Magazine in the New York Times, in the Chronicle of Higher Education. Multiple multiple accounts of the ways in which these systems harm students, whether that's through facial recognition and facial detection that doesn't recognize black and brown students, it doesn't work on dark skin, whether that's things like eye tracking, but is very ablist in that it can discriminate against people whose eyes may move for a variety of reasons, none of which indicate that they're cheating. Or even things like the assumption that if people don't have a quiet room or a distraction free room or they need to have a sip of water, or they need to get up and go to the bathroom. These are all things that can be flagged as abnormal or cheating. [00:08:17][61.4]

CG: [00:09:21] it can't be overstated that dehumanizing effect of just wanting to take a test, you know, just wanting to participate and learning, just wanting to get a degree and having a technological system say that you're not a person that you're not recognized as a person. [00:09:39][18.8]

CG: [00:21:03] one of the really important things that I try to stress. Is that? There's no acceptable level of harm when we're talking about these kinds of systems, right? So even if you're only discriminating against two percent or three percent or 10 percent of your population, that's completely unacceptable. [00:21:26][23.4]

NG: REPS FROM THAT PROCTORING PROGRAM DID REACH OUT TO HER, BUT THERE ARE STILL UNDERLYING STRUCTURAL ISSUES...

AR: [00:23:00] in my head, some things you just got to deal with being black and then you move on. And I was dealing with a whole lot of other stuff because, you know, 2021 is just a hard year across the board. [00:23:08][8.7]

AR: [00:23:39] But my mom is really the only person I was really forthcoming with, because after the fact when I kind of realized a lot of people who wanted to know about the story, it kind of made me very nervous to talk about it because you never you never really want people to have something to say about what you're doing and what you're not doing, because I wasn't doing anything except for being a student. [00:23:58][18.7]

2. SCHOOL PRESSURE + MENTAL HEALTH

NG: ALL THIS FOR A QUIZ DOESN'T MAKE SENSE AND WITH THE STAKES SO HIGH AND THE WORLD SO CRAZY, WHILE SHE DOESN'T DO IT AMAYA UNDERSTANDS WHY SOME OF HER PEERS MIGHT CHEAT.

AR: [00:35:38] people my age are looking at the world, and it's just like a garbage fire, like literally, literally gasses from my car. Gas is five dollars a gallon. I can only get an entry level job and that's maybe \$10 an hour. And then you look at all these things, you have the government doing whatever the government is doing and then it's like, you need to buy a house, you buy an apartment, you know all these things while prices are still rising [00:36:05][26.8]

AR: [00:36:10] you can't get experience because people want this level of education before you can even get an internship and this unpaid internship and you got to. It's just so much stuff. And it's like, if I can't make sure that I am in the best position possible to take these steps so I can end up where I need to end up to have the life that I want to have, then yeah, I'll go ahead and cheat. If that if that's what it takes [00:36:35][24.3]

AR: [00:36:48] there's all these expectations for what we're supposed to do between the ages of 18 and 22. But the world is not changing with those expectations [00:36:57][9.3]

NG: AMAYA DOESN'T THINK KIDS CHEAT AS MUCH AS TEACHERS THINK...

AR: [00:28:41] You all are worried about the two to five percent of students that will cheat instead of the 95 percent of students that are just going to take the test and move on. Because cheating is so much work like you're doing all this work to not learn anything at this point, you could just learn something and moved on. [00:28:57][16.0]

3. PRIVACY

NG: THEN THERE ARE THESE FREAKY DATA BREACHES. THERE WAS A BIG ONE IN JANUARY WHERE A PROCTORING SERVICE WAS HACKED AND HACKERS HAD ACCESS TO THE SITES THEY VISITED AND STUDENTS' WEBCAM

NG: THERE'S A BIG DIFFERENCE BETWEEN WALKING DOWN THE ROWS IN A CLASSROOM DURING A TEST AND MONITORING TESTING ONLINE

CG: [00:26:45] you're not being invited into their home, you know, you're not being, you know, you're not gaining the ability to scan their machine. You're not seeing who else is in the background, you're not adding their face to a database, you know. So there's all these ways that these are the scope and scale of these things is magnified by having them [00:27:18][32.1]

CG: [00:15:37] this harm has already been perpetuated against this group of people. So let's add to the harm or let's also do that harm. You know, I think that's sort of a very bad rationale. So the things that Facebook and Instagram and TikTok do should not be allowed. But I think one of the worst downstream effects of what they do is then it allows people to say, well, all of us extraction and data mining and surveillance is already part of of life. So why not add to it? And I think that's very much the wrong way to do about it. If we so just to not to minimize this, if we looked at a child or young person and said this person's been harmed, the natural reaction is not well, not why not harm them more? [00:16:34][56.5]

CG: [00:11:05] they've grown up, many of them using a lot of these technologies, but they've also grown up. Under the microscope of these technologies and a lot of ways, so some of them don't necessarily know that we're not supposed to be constantly surveilled, right? Some of them don't know, for instance, that there existed a way of being on the web in the before times when every single action that you did wasn't wasn't tracked. [00:11:35][30.3]

JUSTIN AGREES - SCHOOLS SHOULD BE CONSCIENTIOUS OF NORMALIZING SURVEILLANCE...

JR: [00:19:10] I do an exercise with my MIT students where I ask them to list all of the data and data sources that you think your your education system has about you. And when you do that, you come up with, you know, people start with the obvious like, Oh, OK, so they know my age, they know my grades, they know, you know, other things. And then they're like, Oh, like, I need to have this like smartphone app to use the laundry. And it's connected to the school system. So they know when I do my laundry because they're tracking Wi-Fi pings, they know where I am all the time. During the day. They know every time I swipe my key card into every building. Actually, like in theory, you know, the institutions, especially when you get to college. And if you go to a residential college and live in these places, they in theory know, you know, all kinds of things about my movement and online activity and all that kind of stuff. And so we've got to think really carefully as educators, you know, what kind of world do we want to model and invite people to be in? [00:20:11][60.6]

JR: I don't think we can have a healthy civil society in a democracy where people are surveilled all the time, like there need to be spaces for privacy. [00:19:05][32.0]

CG: [00:11:56] ~~I think it's important to know, particularly for people who have kind of grown up in this environment to know that it not only has not always been this way, but that it's not necessary for it to be this way that they're~~ we can have some of the benefits of the technologies that we enjoy without some of the currently associated harms. [00:12:18][21.4]

AND IF YOU THINK THEY'RE GETTING TO BROAD AND THAT THESE SYSTEMS DON'T EFFECT YOU... THEY MIGHT!

CG: [00:23:48] These systems never stop with one population. ~~And so what I mean by that? I'll give you a concrete example that there's~~ one of these technologies that does that's like a student surveillance sort of platform. And one of the other things that they've touted is their ability to surveil instructors, even going so far as to say that they could short circuit collective action and strikes by surveilling teachers. And so if people are moved by the argument that it's harmful to students. One of the other things that I point to is the ways in which these systems will eventually be trained on them, focused on them. [00:24:34][46.5]

NG: WHERE IS THE TECH GOING – SCHOOL IS IN PERSON AGAIN, BUT SATS AND AP TESTS ARE GOING ONLINE. PROCTORING SERVICES ARE SUING PEOPLE WHO SPEAK OUT

NG: YOUNG PEOPLE HAVE BEEN SPEAKING OUT AND ORGANIZING

CG: [00:20:31] There's been a lot of pushback, right, as awareness grows. I think there's been a lot of pushback along multiple levels. [00:20:42][10.5]

CG: [00:17:59] I mean, I think there's a lot of unfortunate ways in which we've come to understand student as customer. But one of the benefits of that is that when students push back against the technology, against particularly to administration. When they're seen as an unhappy customer, they often can get a level of of response that often even instructors can't get. [00:18:31][31.7]

JR: [00:21:33] Yeah, well, students should certainly organize, and there are all kinds of structures in schools to do that from student councils and other kinds of things. One of the things about education technology is that we often want it to be seamless. We often there's like there's good reasons why if you just want to have students take notes in an app like you just want the app to open and people to write and be able to get stuff. But it's actually good when we are forced to trip over our technologies periodically and be like, Well, what is going on here? Like, what is this thing and why are we using it? And is it OK? So I think, you know, students should ask, you know, their teachers, their school leaders, their I.T. staff questions about these kinds of things. [00:22:17][44.4]

NG: INTRO ZOE HARWOOD AND PROJECT AT YR MEDIA

ZH: [00:00:43] So this project began around November or December of 2020. [00:00:49][6.4]

ZH: [00:01:14] my boyfriend happened to have a happened, to have a major test with Proctor U. He had a horrible experience with it and just like texted me nonstop about I was like, Hey, I can actually do something with this now. And so from that onward, it just got. So that's how the whole thing started. [00:01:36][21.4]

NG: SHE NEVER HAD TO USE THE SOFTWARE. MORE INFO ABOUT SURVEILLANCE U PROJECT INCLUDING PUSHBACK ACROSS THE COUNTRY USING PETITIONS ON CHANGE.ORG

ZH: [00:11:45] So on our surveillance u story, we had a infographic from Proctor You that like blatantly showed that only a handful of tests had actually had any confirmed breaches of any sort. And and it kind of flabbergasted me. Like, Why would you broadcast this? You're essentially making the point for me that you should not exist, like if just 0.72 percent of everybody taking your test has ever been shown to actually cheat? Why should we have this? Why is there? Why have all of this privacy violation? [00:12:26][41.4]

SOME MIGHT SAY THAT THE TECH PREVENTED THAT CHEATING... BUT IT'S STILL BAD TO ZOE

ZH: [00:13:42] I want to make people more aware of virtual proctoring and try and protect a little bit of privacy we have granted. We live in a day and age where, let's face it, I don't even know what privacy means. I have grown up my entire life with Google and Apple and Facebook and Instagram and all the major tech companies mining me for every single bit of data I have. [00:14:06][24.4]

ZH: [00:14:59] Getting people aware of the little rights that they have in this day and age, getting people to care about privacy, getting people to and also just like how blatantly racist I can be. Sometimes there's this major perception that A.I. is colorblind when study after study, after study showed that is just not true. And the last thing I think we want to do is automate racism. [00:15:28][28.5]

NG: THE PUSHBACK IS COMING FROM STUDENTS WHO FEEL... CHEATED THEMSELVES... FROM BUILDING GOOD RELATIONSHIPS... BECAUSE DISTRUST IS NOT WHERE GOOD LEARNING COMES FROM

AR: [00:31:13] here's just like this level of trust that I don't feel like teachers, professors, I would students, students have with people that are teaching them. There's a level of trust that's just not there, and I don't know if it's because of COVID. I don't know if it's just because we do have access to all this information all the time. [00:31:28][15.5]

ZH: [00:16:43] Do I need to have somebody looking over my shoulder for every single thing that I do while I'm taking this test? This feels extremely invasive. Why are you

doing this? Is this necessary? And I feel that sense of betrayal comes up a couple of times with each and different aspects, whether it is privacy or automated racism, or in having to pay for these exams. [00:17:11][28.3]

NG: IT ALL FEELS REALLY UNNECESSARY. TESTING AS AN PRACTICE FEELS UNNECESSARY BECAUSE IT DOESN'T REALLY PREPARE YOU FOR THE "REAL WORLD"

CG: [00:03:15] There's a real, I think, misunderstanding about not only how learning occurs. It's a very social activity. And I think that that's widely understood in teaching circles, both K12 and in college. [00:03:34][18.2]

CG: [00:03:37] How we think about testing doesn't really mimic or replicate what happens in real life. And so what I mean by that is in kind of these old fashioned or traditional ways of testing, there's an idea that you're a solitary person by yourself. And the knowledge that you have in your head at that moment somehow represents your capabilities. If you don't know the answer to a particular question at that time, then you're somehow seen as lacking or deficient. [00:04:11][34.2]

CG: [00:04:32] I'll give you a real world situation, so I have a dog and our dog was born with a very rare disease. One that our vet hadn't seen. And so what the vet did is got on a message board for veterinarians and asked other people, Hey, have you seen this and what? What does this look like to you and how do you treat it and things like that? So that's kind of how knowledge often tends to work. [00:05:05][32.9]

CG: [00:05:42] often people are talking about how school is an effort to prepare people for the real world. But if that is the case, then the way that we are testing them often doesn't resemble that. [00:05:56][13.9]

NG: EDUCATORS HAVE BEEN PUSHING BACK TOO. INTRO TO MARITEZ APIGO

MA: [00:29:11] I was in one of our student success committee meetings. And there's, you know, like a handful of students there and they they get to bring they get to bring up like, what? What's going on to them? And they said that there's a lot and this was like when the pandemic hit the summer of 2020. And they said there's a lot of online proctoring going on. Can we have less of that [00:29:37][26.1]

NG: SHE WORKED TOGETHER WITH INSTRUCTIONAL DESIGNERS AND ACCESSIBILITY SPECIALISTS TO DRAFT GUIDELINES WHICH INCLUDE [[EXAMPLE YOU FOUND COMPELLING]].

MOST PEOPLE WERE IN SUPPORT OF ADOPTING IT

MA: [00:32:27] You know, it definitely was not like consensus or anything, so. So we issued it to all faculty and, you know. And then then after that, that's when I kind of like, started sharing it more widely [00:32:46][19.0]

PUSHBACK COMES FROM STEM TEACHERS FOR UNDERSTANDABLE REASONS LIKE THAT APP... YOU COULD GO THROUGH ALL OF SCHOOL THAT WAY...

NG: AND IF TESTING IS NECESSARY AND YOU'RE NERVOUS ABOUT THE CHEATERS THAT ARE OTHER WAYS TO ASSESS - MA

MA: [00:03:38] you need to set up your class. With. With trying to keep it like cheating already in mind, so it's already part of your design and. And so the types of assessments that you give your students are already kind of designed so that students can't cheat. [00:04:13][34.4]

MA: [00:06:11] it does take a little bit more work on the teacher side. And but you do get to get be more creative in your assessment when you do it. But when you think about how you can design an assessment where there's not only one right answer. [00:06:31][20.1]

MA: [00:06:48] if you design where it's not like that and instead students have to, like, create something of their own to show what they learn, then you have students submitting all different types of things and it becomes harder for them to cheat, right? Or it's easier to detect like two people both turn in the same project, right? Like what happened here? [00:07:10][22.7]

MA: [00:07:18] like in a biology class, you are, you know, your traditional exam on campus. Is this like 100 question or 50 question multiple choice tests where, you know, students have to basically regurgitate the information that they memorized, right? And then, you know, typically these things are really easy to score. You know, you people run them through scanned scantron machines or, you know, and it's just like, you're done right as a teacher. But if you were to switch your assessment towards something more authentic, then you might have your students instead design a brochure that might be found in a doctor's office on a topic related to biology that you studied, and you can even open it up to where students choose the topic that they want to, you know, take a deep dive into. You can give, you know, teachers can give them a list of topics to choose from. So students can choose what they can relate to or what they want to learn more about or or create their project around. So. So that type of thing. Now you have students submitting all different types of work. And it's not only one right answer, but they're still demonstrating what they learned in your class. [00:08:43][84.7]

SPARKLE DOWN HERE WITH KI ON THOUGHTS ABOUT ACADEMIC INTEGRITY AND WHAT THAT MEANS

OUTRO -

—

How testing changed during the pandemic

- Julia Anker
- talking about how people definitely cheated during exams
 - App: For math you can take a picture and an app will solve it
- Saying that cheating is a crime of opportunity

Some people will go above and beyond to protect the “integrity of tests”

- Chris Gilliard explaining what online proctoring is
 - There are three types most popular
 - Why they are becoming more prevalent in schools

Teacher who did use AI proctoring software

Why technology takes root

- Justin Riech on why

Problems with AI Proctoring

- Impact on students - Amaya/Janice - using a flashlight to see herself
 - Amaya on kids don't cheat as much as you think they do
- Racial bias
 - NG: zoom out on systemic issue
- School pressure
 - Amaya on her heartfelt issues
 - Zoe on general school pressure
 - NG expand on systemic or relate to Mental Health
- Privacy
 - Meritez/Justin/Experts
 - Justin Reich
 - Who has access to your data
 - There's hacking issues
 - Letting computers see inside of your room
 - [[are there creative ways to explore the end point of these privacy concerns]]
 - Chris: Kids are already on tiktok... weird to say harm is happening so harm is allowed
 - Only a matter of time that it's used on teachers too... Recording classes... surveiling teachers. Doesn't stay contained.
 - Where is the tech going. Proctoring services have been suing... Chris seems to say these technologies are on the fence. [[location tbd]]

Where we're at now

- Meritez - best practices for online testing
- Zoe talks about young people pushing back
 - Change dot org petitions

- Justin says students should organize
- More creative tests for high schoolers/middle schoolers (not for anesthesiologist)
- Julia would do things differently, likes creative test idea...

The lengths we go to in order to prevent cheating...

- Chris: Testing doesn't prepare kids for the real world. As a people we have the internet and eachother. It doesn't make sense. Weird bump on dog...