



# Online Assessment Strategies in the Age of AI

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# Online Assessment Strategies in the Age of AI

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# Agenda

- AI and education landscape
- How students are using AI
- Design AI-resilient assessments
- Strategies for online assessments in Brightspace



# Quality Matters

- QM Standard 3 - Assessment & Measurement
  - **3.1 - The assessments measure the achievement of the stated learning objectives or competencies.**
  - 3.2 - The course grading policy is stated clearly at the beginning of the course.
  - 3.3. - Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
  - **3.4 - The assessments used are sequenced, varied, and suited to the level of the course.**
  - 3.5 - The course provides learners with multiple opportunities to track their learning progress with timely feedback.



# Pre-Workshop Assignment

- Task:
  - Watch “**10 Ways Students Are Using AI to Cheat**” video
  - Build a shared understanding of the challenges so that in the workshop we can focus on solutions
  - As you watch, consider which of these challenges might be most relevant to your courses and why



SCAN ME



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# Level of Concern Icebreaker

How concerned are you about AI's impact on online assessments?

- 1) Not at all concerned
- 2) Slightly concerned
- 3) Somewhat concerned
- 4) Moderately concerned
- 5) Extremely concerned



Image Credit: [Image](#) by DanXaw from [Pixabay](#)

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# AI and Education Landscape



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\*TAAFT.com for short

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# Smart Watches



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# Smart Glasses



Artificial Intelligence > Chatbots for Financial Advice A.I. Influencers 'Open-Source' OpenAI The 'Hard Tech' Era '90s Nostalgia

## Meta Unveils Smart Glasses With Apps and an Artificial Intelligence Assistant

At its annual developer conference on Wednesday, Meta unveiled several new smart glasses, which have been developed by the company.

Listen to this article - 2:41 min [Learn more](#)



Mark Zuckerberg, Meta's chief executive, unveiled three new smart glasses at the company's annual developer conference in Menlo Park, California, on Wednesday. *Henry for The New York Times*



By Eli Tan

Reporting from Meta's headquarters in Menlo Park, California

Sept. 17, 2025



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## Google's New Smart Glasses. For Travelers: Live Translation, Navigation



Justin Dawes

May 21st, 2025 at 5:13 PM EDT



PHOTO CREDIT: GOOGLE'S FIRST SMART GLASSES WILL BE RELEASED WITH EYEBAR BRINGS GENTLE MONSTER AND BARRY PARKER. [SEEKING ALPHA](#)

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# Apple AirPods Pro 3 Live Translation

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ai atlas > apple event > Tech > Mobile > Headphones

## AirPods Pro 3 Can Translate Conversations Live in Your Ear

Apple brings real-time, in-ear translation to AirPods Pro 3.



Nelson Aguilar

Sept. 9, 2025 10:46 a.m. PT



On-device Apple Intelligence powers in-person translation, keeping conversations discreet and hands-free.

Apple

At Apple's "awe dropping" event on Sept. 9, Apple made Live Translation the signature trick for the newly announced [AirPods Pro 3](#).

## How AirPods Pro 3's live translation feature works

A simple gesture on the AirPods Pro 3 starts the Live Translation session. Apple Intelligence parses what someone nearby says and plays the translation back in your preferred language, right in your ear, while your iPhone shows (and can speak) your reply.



Your iPhone displays your reply in their language and can read it aloud.

Apple

When both people wear compatible AirPods, Live Translation plays each side's translation privately in their own ears and briefly ducks ambient sound, making the exchange faster and more natural than the one-AirPod setup.

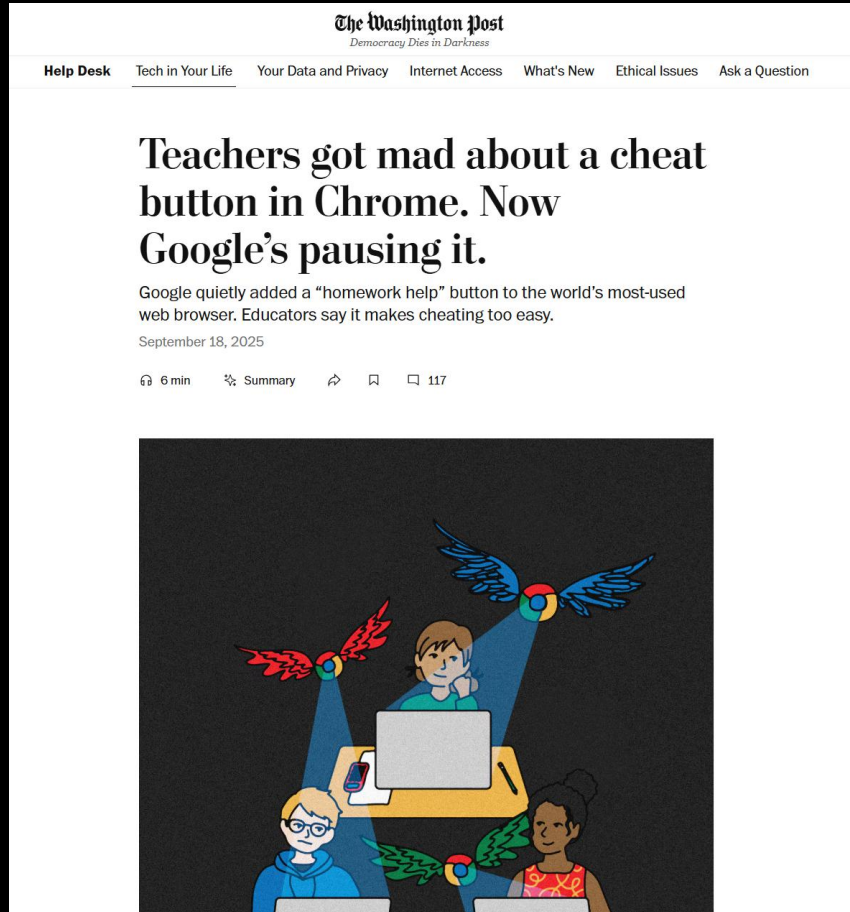
You can [preorder the AirPods Pro 3 today](#). They'll be available Friday, Sept. 19.

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# Google's Homework Helper

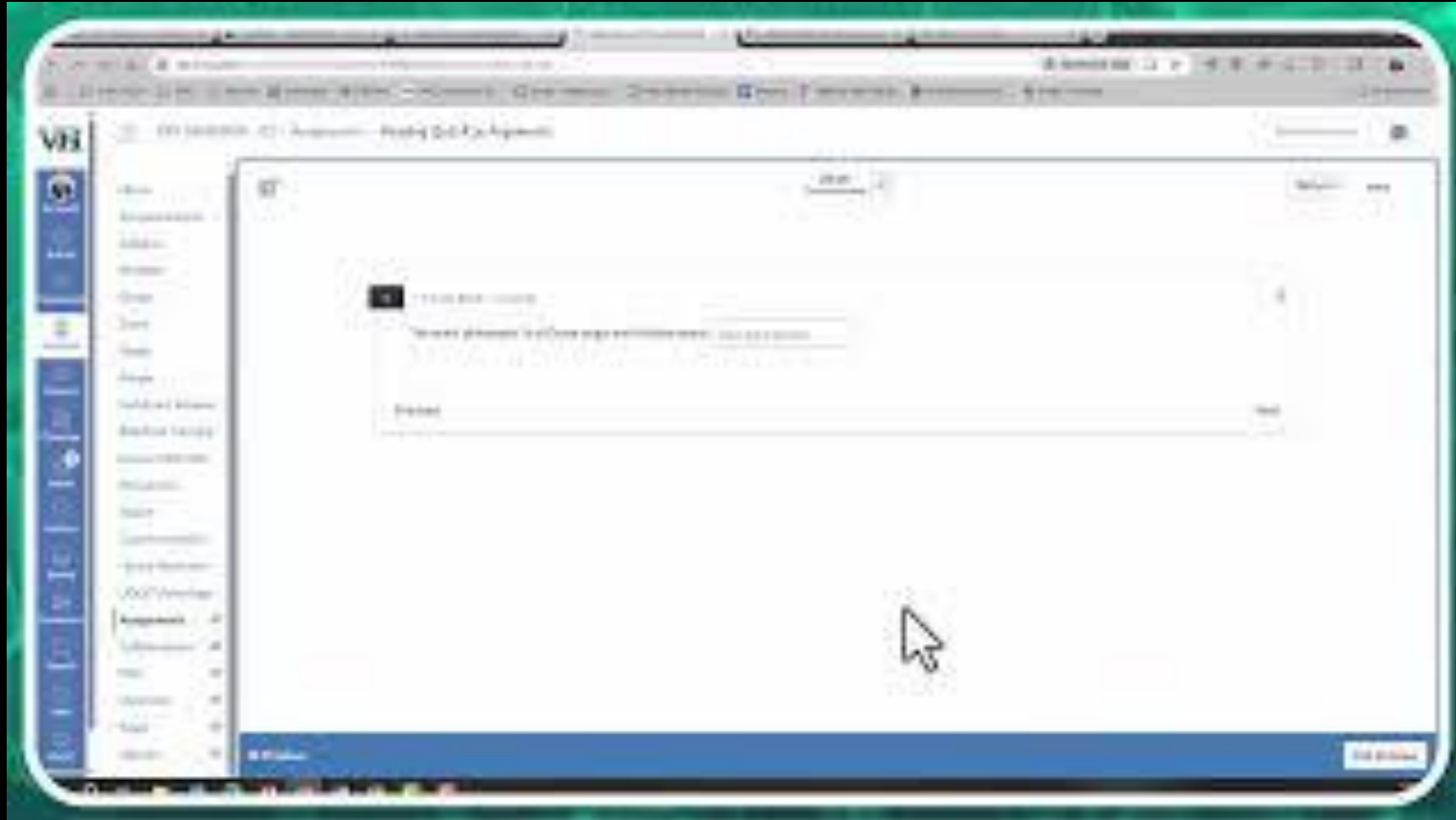


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# Google's Homework Helper



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# Example of Claude AI Chrome Extension Used to Take a Test

The screenshot shows a Moodle quiz titled "Reading Assignment #1 - MCQ" for the course PSYC203-01-202502. The quiz is completed with a grade of 10.00 out of 10.00 (100%). Two questions are visible:

**Question 1**  
Correct  
1.00 points out of 1.00  
Which of the following is NOT one of the five major categories of social psychology research mentioned in the textbook?

- ☒ a. Cognitive development ✓
- ☐ b. Social cognition
- ☐ c. Peace & conflict
- ☐ d. Attraction

The correct answer is: Cognitive development

**Question 2**  
Correct  
1.00 points out of 1.00  
WEIRD cultures in psychology research refers to populations that are:

- ☒ a. Western, educated, industrialized, rich, and democratic ✓
- ☐ b. Weak, emotional, insecure, restless, and dependent
- ☐ c. Willing, eager, intelligent, reliable, and determined
- ☐ d. Withdrawn, eccentric, isolated, rigid, and demanding

The correct answer is: Western, educated, industrialized, rich, and democratic

The Claude AI extension sidebar on the right provides a "Research preview" for Question 2, stating: "Cognitive development" as this is NOT one of the five major categories of social psychology research. It also notes that the user achieved a perfect score of 100% and provides a summary of the quiz completion.

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Image Credit: Stavros P. Hadjisolomou, Ph.D.,  
Associate Professor of Psychology,  
Department of Social and Behavioral Sciences,  
American University of Kuwait



# Example of Comet by Perplexity (AI-powered Web Browser)



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# Example of Google Lens

Google - Microsoft Surface 4

File Edit View History Settings Help

Google Lens


Quiz 3 - Preview

0/20 is answering Get Feedback

Page 5

1 2 3  
4 5 6  
7 8 9  
10

Go to question



1. This was the first new land discovered by the Vikings.

2. When Erik the Red was banished from Iceland, he discovered this land, where he later started a colony.

3. It is believed that Erik the Red may have discovered this area.

4. This is the land discovered by Leif Erikson.

1. A  
2. B  
3. C  
4. D

Question 4 1/2 points

Which rock in the figure above is likely high in iron and magnesium?

Google Lens

Search the web, images, and videos for you

• Map data (L) 1

8. Viking Voyagers

This map depicts the voyages of the Vikings. Report the correct order with the associated letters.

Answer:

- 1. This was the first new land discovered by the Vikings (L) 4
- 2. When Erik the Red was banished from Iceland, he discovered this land, where he later started a colony (L) 1
- 3. It is believed that Erik the Red may have discovered this area (L) 3
- 4. This is the land discovered by Leif Erikson (L) 1

8. Rock high in iron and magnesium

Which rock in the figure above is likely high in iron and magnesium?

4 ms

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# How to do Your Homework with Google Lens

HOW TO  
DO YOUR  
HOMEWORK  
GOOGLE LENS




**\*\* GOOGLE LENS TUTORIAL \*\***

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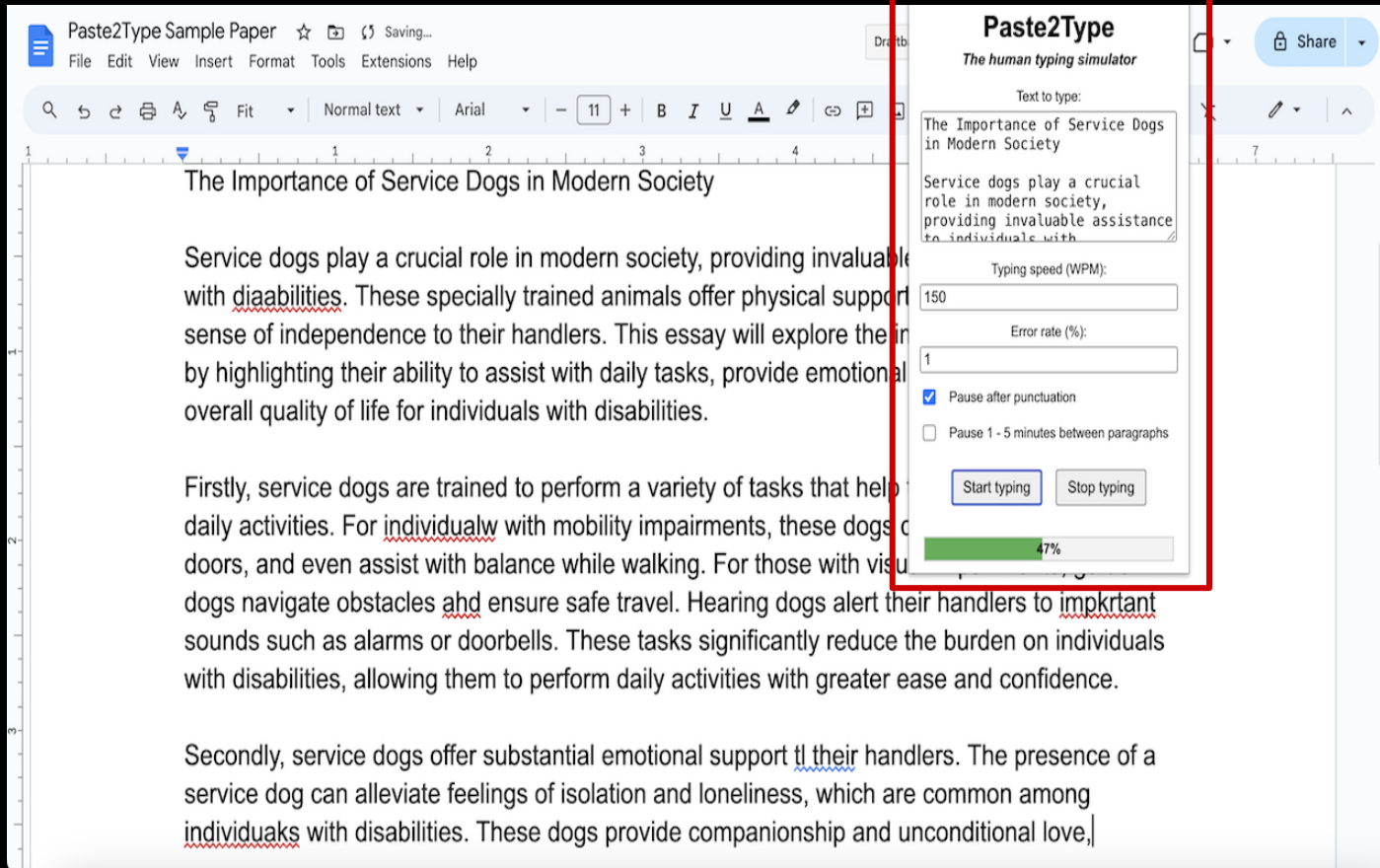
- 1. Accessibility Needs:** Help students with special needs.
- 2. Efficiency and Time Management:** Prioritize research and knowledge over typing time.
- 3. Reducing Physical Strain:** Typing for long periods can cause physical strain or discomfort, such as repetitive strain injuries (RSI).
- 4. Enhanced Focus on Content:** Create clearer and more coherent documents.
- 5. Language Barriers:** Help students produce more fluent and accurate documents.
- 6. Improved Workflow:** Streamline the writing process and produce higher-quality work.

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Paste2Type Sample Paper ☆ Saving...

File Edit View Insert Format Tools Extensions Help

Normal text Arial 11 B I U A

The Importance of Service Dogs in Modern Society

Service dogs play a crucial role in modern society, providing invaluable assistance to individuals with disabilities. These specially trained animals offer physical support and a sense of independence to their handlers. This essay will explore their importance by highlighting their ability to assist with daily tasks, provide emotional support, and improve the overall quality of life for individuals with disabilities.

Firstly, service dogs are trained to perform a variety of tasks that help with daily activities. For individuals with mobility impairments, these dogs can open doors, and even assist with balance while walking. For those with visual impairments, service dogs navigate obstacles and ensure safe travel. Hearing dogs alert their handlers to important sounds such as alarms or doorbells. These tasks significantly reduce the burden on individuals with disabilities, allowing them to perform daily activities with greater ease and confidence.

Secondly, service dogs offer substantial emotional support to their handlers. The presence of a service dog can alleviate feelings of isolation and loneliness, which are common among individuals with disabilities. These dogs provide companionship and unconditional love,

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The human typing simulator

Text to type:  
The Importance of Service Dogs in Modern Society

Service dogs play a crucial role in modern society, providing invaluable assistance to individuals with disabilities.

Typing speed (WPM):  
150

Error rate (%):  
1

☒ Pause after punctuation  
☐ Pause 1 - 5 minutes between paragraphs

Start typing Stop typing

47%

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# How Students Report They Are Using AI




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# AI Use is the Norm

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## AI in Action: How Students Are Normalizing AI in the Classroom

 September 18, 2025 [Insights & Analysis](#)  2 minutes

### In This Blog

- AI Use Is Now the Norm
- What Students Use AI For
- [The Tools of Choice](#)
- Why It Matters
- Download the Full Report

Generative AI is no longer a futuristic concept. It is part of the everyday academic toolkit. In the first release of our 2025 AI in Education Trends Report, Copyleaks explores how students across the U.S. are using AI for schoolwork, from brainstorming to solving math problems. The findings make one thing clear: AI has officially gone mainstream in student learning.

## AI Use Is Now the Norm

Nearly 90% of students have used AI for academic purposes, and almost a third (29%) are using it daily. Another 24% use AI several times a week, meaning the majority of students now turn to AI at least weekly for coursework.


Usage is not stagnant. 73% of students report using AI more this year than last, suggesting adoption is still climbing, not plateauing.

## What Students Use AI For

AI is supporting students most during the early stages of academic work:

- 57% use AI for brainstorming ideas
- 50% for drafting outlines
- 44% for generating initial drafts
- 39% for paraphrasing or rewording
- 35% for summarizing readings

Students also use AI for grammar and spelling checks (33%), solving math problems (28%), and creating study guides (26%). These numbers show that AI is being treated as a learning partner, not just a shortcut for finished assignments.



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# AI Use is the Norm

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**In This Blog**

- AI Use Is Now the Norm
- What Students Use AI For
- [The Tools of Choice](#)
- Why It Matters
- Download the Full Report

## The Tools of Choice

While schools may officially approve a select set of models, students experiment with a broad range of models. The most popular tool by far is ChatGPT (74%), followed by Gemini (43%), Grammarly/GrammarlyGO (38%), Microsoft Copilot (29%), Claude (25%), and Perplexity (16%).

Students' motivations are straightforward:

- 27% want to save time
- 24% want to improve the quality of their work
- 15% use AI to generate ideas
- 13% rely on it to better understand complex topics

Motivation	Percentage
Save time	27%
Improve quality	24%
Generate new ideas	15%
Understand complex topics	13%

## Why It Matters

The numbers show a decisive shift. AI is no longer an experiment. It is embedded in everyday academic practice. Students see AI as a collaborator that helps them learn, structure, and refine their work.

For institutions, this means the question is not if students are using AI. It is how. Classrooms, assignments, and teaching strategies must adapt to reflect this new reality. Policies that fail to acknowledge widespread AI use risk becoming irrelevant or driving behavior underground.

[Download the Full Report](#)

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# Design AI-Resilient Learning Experiences



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# Backwards Design

Learning Goals → Assessments → Learning Activities



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# 4 Steps to AI-Resilient Learning Experience Design

## 1 - Learners



Review your students' backgrounds, goals, and likely interactions with generative AI.

## 2 - Learning Outcomes



Identify what students should know, understand, or be able to do by the end of this experience given AI's capabilities.

## 3 - Assessments



Decide how students will demonstrate that they've achieved the learning outcomes given AI's capabilities.

## 4 - Activities



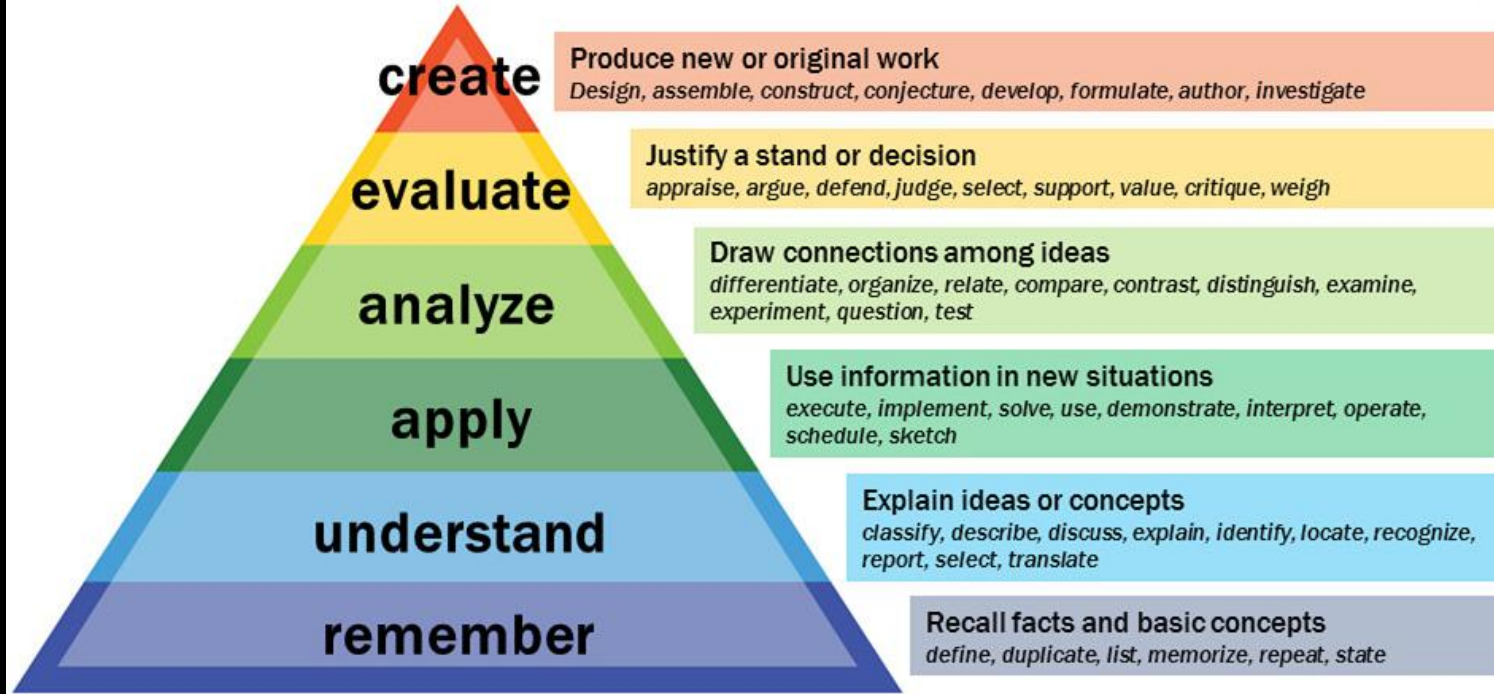
Plan activities and resources that will help students build knowledge and skills given AI's capabilities.



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# Bloom's Taxonomy



Vanderbilt University Center for Teaching



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Image Credit: "Bloom's Taxonomy" by Center for Teaching Vanderbilt University is licensed under CC BY 2.0

# AI-Resilient Courses

- Flexible
- Adaptable
- Transparent
- Integrate opportunities for alternative learning pathways

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Source: "[Course AI Resilience Tracker](#)" by Oregon State University Ecampus

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# Design AI-Resilient Assessments



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# Emphasize the Learning Process

Focus on learning outcomes rather than grades

- **Benefits:** Focuses on assessing students' actions and tactics throughout their learning journey, which helps improve critical thinking and self-reflection skills
- **Examples:** Group projects, learning journals



# Ask AI to Expand Idea

Gemini ▾  
2.0 Flash

Try Gemini Advanced



You are a higher education educator, looking to rethink your assessment strategies in the age of AI. You are looking for assessment strategies that emphasize the learning process. Provide examples of some redesigned assignments/assessments that emphasize the learning process.

✦ Alright, let's rethink assessment in the age of AI, focusing on the learning process. We need to move beyond simply evaluating final products and delve into how students *get* there. Here are some redesigned assignments emphasizing process, applicable across various disciplines:

## 1. Process Portfolios:

- **Traditional Approach:** A collection of finished work, often graded only on the final product.
- **Redesigned Approach:** Students curate a portfolio throughout the term, showcasing not just finished pieces but also drafts, reflections on their learning journey, challenges encountered, revisions made based on feedback, and justifications for their choices. The portfolio becomes a narrative of their learning process.
- **Example:** In a writing course, instead of grading only the final essay, the portfolio includes brainstorming notes, outlines, multiple drafts with peer and instructor feedback integrated, a reflective essay on the revision process, and a final polished essay. Grading focuses on the student's demonstrated growth, reflection, and application of feedback.

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# Ask AI to Expand Idea

## 2. "Think Aloud" Presentations:

- **Traditional Approach:** Students present finished projects, focusing on the outcome.
- **Redesigned Approach:** Students present their *process* of completing a project. They might walk through their research process, explain the decisions they made at each stage, highlight the problems they encountered and how they overcame them, and discuss what they learned from the experience. Think of it as a "behind the scenes" look at their learning.
- **Example:** In a history course, instead of a presentation summarizing a historical event, a student presents their research journey. They explain their initial assumptions, how those changed as they encountered new information, the challenges of interpreting primary sources, and the evolution of their understanding.

## 3. Iterative Design Projects with Reflection:

- **Traditional Approach:** Students complete a design project, judged solely on the final product.
- **Redesigned Approach:** Students work on a design project in stages, with feedback and reflection at each stage. They document their design choices, explain the reasoning behind them, and reflect on the feedback they receive. The final grade considers not just the final product but also the iterative process, responsiveness to feedback, and depth of reflection.
- **Example:** In a graphic design course, students design a logo. They submit initial sketches, receive feedback, revise their designs, document their rationale for changes, and reflect on the impact of the feedback. The final grade is based on the final logo *and* their documented design process, including how they incorporated feedback and demonstrated learning.





# Ask AI to Expand Idea

## 4. Metacognitive Journals/Learning Logs:

- **Traditional Approach:** No formal assessment of student's learning process.
- **Redesigned Approach:** Students keep regular journals or learning logs where they reflect on their learning. Prompts can guide their reflections: "What concepts are you finding challenging?", "What strategies are you using to learn the material?", "How has your understanding of this topic evolved?", "What questions do you still have?". These journals are not simply summaries of content but explorations of their thinking.
- **Example:** In a physics course, students keep a learning log where they document their understanding of key concepts, identify areas of confusion, explain how they approached problem-solving, and reflect on their learning strategies. The instructor can provide feedback on their reflections and identify students who might need additional support.

## 5. Peer Review with Structured Feedback:

- **Traditional Approach:** Peer review might be haphazard and ineffective.
- **Redesigned Approach:** Structured peer review sessions where students provide specific, actionable feedback to each other based on clearly defined criteria. Students also reflect on the feedback they receive and how they plan to incorporate it. This emphasizes the collaborative nature of learning and the value of constructive criticism.
- **Example:** In a programming course, students review each other's code, focusing on clarity, efficiency, and adherence to coding standards. They provide specific suggestions for improvement and explain their reasoning. The student receiving feedback then reflects on the suggestions and explains how they will revise their code.



# Ask AI to Expand Idea

## Key Considerations for Process-Focused Assessment:

- **Clear Criteria:** Clearly define the criteria for evaluating the learning process. What does effective reflection look like? How will you assess responsiveness to feedback?
- **Regular Feedback:** Provide regular feedback to students on their process, not just their final product.
- **Emphasis on Reflection:** Encourage students to reflect deeply on their learning experiences. Provide prompts and guidance to help them develop their metacognitive skills.
- **Low-Stakes Activities:** Incorporate low-stakes activities that allow students to experiment with different learning strategies and receive feedback without the pressure of a high-stakes grade.

By shifting our focus to the learning process, we can better prepare students for a world where adaptability, critical thinking, and lifelong learning are essential. AI can be a tool to *support* this process, freeing us from rote grading and allowing us to focus on facilitating deeper learning.



# Incorporate Authentic Assessment

Use real-world scenarios to assess students' practical application of knowledge

- **Benefits:** Less susceptible to cheating because they test students' understanding rather than their ability to look up answers
- **Examples:** Historical documentaries, business plans, engineering projects

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# Promote Critical Thinking

Design tasks that require analysis, evaluation, and problem-solving

- **Benefits:** Encouraging critical thinking and problem-solving reduces the misuse of generative AI tools
- **Examples:** Argument analysis, case-based assessments, debates, discussions



# Individualized or Personalized Assessments

Allow students to have input in developing assessment topics

- **Benefits:** Students actively involved in assessment process. Helps them learn about assessment tasks and understand importance in their own learning
- **Examples:** Art portfolio reviews, community needs assessments



# Live or Recorded Interviews or Presentations

Conduct assessments through oral presentations or interviews

- **Benefits:** Makes it difficult for students to use external resources without being detected
- **Examples:** Language immersion tasks, multimedia presentations



# Novel or Unique Application-Based Questions

Create questions that require unique applications of knowledge

- **Benefits:** Harder for students to find pre-written answers online or using text generative AI tools
- **Examples:** Investment analysis, conservation plans



# Peer Assessments

Incorporate peer evaluations to encourage active learning and self-reflection

- **Benefits:** Students gain a deeper understanding of the subject matter and learning objectives
- **Examples:** Peer review of essays, group project evaluations





# Frequent Low-Stakes Assessments

Use regular, low-stakes assessments to reduce cheating and provide continuous feedback

- **Benefits:** Can reduce the temptation to cheat on high-stakes assessments
- **Examples:** Weekly quizzes, journal entries



# Promote Creativity and Problem-Solving

Integrate tasks that require creative and unconventional thinking

- **Benefits:** Helps build skills that are hard to replicate by AI tools
- **Examples:** Ethical dilemma analysis, creative writing

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# Integrate Real-Life Situations and Practical Experiences

Link curriculum to real-world situations and practical experiences

- **Benefits:** Students apply understanding in real-life scenarios and cultivate competencies beyond AI tools' capabilities to reproduce
- **Examples:** Work placements, mock trial exercises

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# Embrace AI as a Critical Thinking Partner

- Build your assessment from the start to be clear about how students leverage AI as a partner in the critical thinking process

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Source: "Here's How to Make Your Assessments AI Resilient (while still supporting student learning)" from Harmonize

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# Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and considering changes to aligned course activities (or, where possible, learning outcomes) that emphasize distinctive human skills and/or integrate generative AI (GenAI) tools as a supplement to the learning process.

All course activities and assessments will benefit from ongoing review given the evolving capabilities of GenAI tools.

Version 2.0 (2024)



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	Distinctive Human Skills	How GenAI Can Supplement Learning*
<b>CREATE</b>	Engage in both creative and cognitive processes that leverage human lived experiences, social-emotional interactions, intuition, reflection, and judgment to formulate original solutions	Support brainstorming processes; suggest a range of alternatives; enumerate potential drawbacks and advantages; describe successful real-world cases; create a tangible deliverable based on human inputs
<b>EVALUATE</b>	Engage in metacognitive reflection; holistically appraise ethical consequences of other courses of action; identify significance or situate within a full historical or disciplinary context	Identify pros and cons of various courses of action; develop and check against evaluation rubrics
<b>ANALYZE</b>	Critically think and reason within the cognitive and affective domains; justify analysis in depth and with clarity	Compare and contrast data, infer trends and themes in a narrowly-defined context; compute; predict; interpret and relate to real-world problems, decisions, and choices
<b>APPLY</b>	Operate, implement, conduct, execute, experiment, and test in the real world; apply human creativity and imagination to idea and solution development	Make use of a process, model, or method to solve a quantitative or qualitative inquiry; assist students in determining where they went wrong while solving a problem
<b>UNDERSTAND</b>	Contextualize answers within emotional, moral, or ethical considerations; select relevant information; explain significance	Accurately describe a concept in different words; recognize a related example; translate to another language
<b>REMEMBER</b>	Recall information in situations where technology is not readily accessible	Retrieve factual information; list possible answers; define a term; construct a basic chronology or timeline


\*AI capabilities derived with reference to an analysis of the MAGE framework, based on ChatGPT 4 as of October 2023. See Zaphir, L., Lodge, J. M., Lise, J., McGrath, D., & Khosravi, H. (2024). How critically can an AI think? A framework for evaluating the quality of thinking of generative artificial intelligence. arXiv preprint arXiv:2406.14769.



# Considerations for Neurodivergent Students

- Ensure assessments are inclusive and cater to diverse learning needs
- Provide alternative examples and support for neurodivergent students





**AI Assessment Challenges:** Thinking about one of your courses, what is the most significant challenge you face related to students using AI to complete assignments/assessments?

**Strategies in Action:** Reflect on the strategies presented today. Which one could you use to address the challenge you just identified?

**Future-Proofing Your Course:** If none of today's strategies fit, what strategy will you develop to address the challenge?

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Image Credit: [Image](#) by Schäferle from [Pixabay](#)

# The AI-Resistant Pedagogy Studio

## An Interactive Toolkit for Assignment Redesign

*This studio is a living document, regularly updated with the latest research and best practices in pedagogy.*

[Overview](#)[In The News](#)[Tool Landscape](#)[Framework](#)[Strategies](#)[Best Practices](#)[Toolkit](#)[Case Studies](#)[Activities](#)[Resources](#)

Welcome! We gather at a fascinating and challenging time in education. The theme of this conference, 'Community as Resistance,' deeply resonates with our topic today. As AI tools become more prevalent, our role as educators shifts. We're not just imparting knowledge, but fostering human capacities that resist automation and commodification. The strength of our communities – our classrooms, our departments, our institutions – will be our greatest asset in this resistance.

### The Current Landscape of Assignment Design

The rise of generative AI has created a pivotal moment in education, forcing a widespread re-evaluation of how we assess student learning. For decades, the take-home essay, the research paper, and the report have been mainstays of assessment. These are primarily "product-based" assignments, where the final artifact is the main object of evaluation.

AI directly challenges this model by making the production of polished text, code, or images trivial. In response, we are seeing a necessary and accelerated shift toward "process-based" assessment. This approach emphasizes the uniquely human journey of learning: the research process, the collaborative dialogue, the critical self-reflection, and the iterative development of an idea. The focus moves from "what did you produce?" to "how did you learn, and what can you do with that knowledge?" The **Tool Landscape** tab provides a detailed look at the software driving these changes, while the rest of this guide focuses on the pedagogical response.

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Print

## Course AI Resilience Tracker (CART) Tool

The Course AI Resilience Tracker (CART) tool will help you evaluate and enhance the resiliency of your course in the context of generative artificial intelligence tools. Resilient courses are flexible, adaptable, transparent, and integrate opportunities for alternative learning pathways.

At the conclusion of the activity, you will be presented with your answers and notes as well as feedback on what you have inputted; you will be able to print or save this information. OSU is not collecting or tracking any information that you input. Closing, reopening, or refreshing the page will clear all entered information.

Should you choose to complete the diagnostic activity again (e.g., for a different course or at a later date), simply begin a new session by refreshing the page or returning here to begin again.

You should anticipate spending about 15 minutes to complete the activity.

### Course ID

Please enter your course ID below (e.g. CS 161)

[Start](#)

### License and additional resources

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The main [artificial intelligence tools](#) page offers more resources and guidance for online course development.

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# Strategies for Online Assessments in Brightspace



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# Strategies to Reduce Cheating on Online Examinations

- Remind students of academic integrity policies
- Require students to sign an academic integrity contract
- Create questions that require higher order thinking
- Use varied question types



# Strategies to Reduce Cheating on Online Examinations

- Restrict testing window
- Set-up the exam to display one question at a time
- Prohibit backtracking
- Randomize questions and answer choices
- Use question pools
- Allow one attempt to take the test
- Disable email, instant messages, and alerts within Brightspace



# Strategies to Reduce Cheating on Online Examinations

- Plan for “technical issues”
  - Require students take practice test
- Delay score availability
- Refrain from using publisher test banks verbatim
- Protect test question answers
  - Only show the questions answered incorrectly



# **Respondus LockDown Browser / Respondus Monitor**



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# Respondus LockDown Browser

- Custom browser that prevents learners from accessing websites, email, or other materials or applications on their computer while taking an exam
- Secures an exam by preventing functions like screen captures, copying, pasting, and printing
- Can be easily applied to any quiz or test in Brightspace



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# Respondus LockDown Browser

Students cannot:

- Print test questions or copy test content
- Share answers
- Access other applications
- Open new tabs or windows
- Search online
- Use task-switching keystrokes
- Open another browser
- Share the screen
- Use function keys
- Run a virtual machine
- Use command keys
- Use remote desktop
- Use extended desktops
- See multiple monitors
- Use a second monitor
- Add extensions to the browser
- Use test-taker impersonation tools
- Access AI-based tools (e.g. ChatGPT, Gemini, Claude)
- Use the right-mouse button
- And more...



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# Respondus Monitor

- Add-on proctoring feature for Respondus LockDown Browser that monitors learners during online exams by recording their webcam, desktop, and microphone
- Live chat support available for students 24/7



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# Respondus Monitor

## Features:

- Records and analyzes student exam sessions
- Suspicious behaviors are flagged and ranked
  - Student actions:
    - Moving out of view of the webcam, looking away, or not being detected by facial recognition software
  - Environmental issues:
    - Another individual entering the room or disruptions in the internet connection
  - Use of external resources:
    - Accessing a secondary device, textbook, or receiving assistance from other students
- Advanced Facial Detection:
  - Can prevent exam from starting or prompt students to stay in frame



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# Important Considerations About Flags

- Not proof of cheating:
  - Flag indicates an unusual event or low-quality data, not necessarily cheating
- False positives:
  - Many flags are false positives, often due to technical reasons like poor lighting, hats, hands on the face, or certain eyeglasses
- Instructor discretion:
  - Instructors are responsible for reviewing flagged videos and making an informed judgment about the student's conduct
- Video review:
  - Flags direct instructors to specific points in the recorded session, allowing them to quickly jump to the event and watch it



# Respondus LockDown Browser

🏠 Sandbox-jflorent3      Janice Florent 

Help ▾ Course Admin Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities ▾ More ▾

Manage Quizzes Question Library Statistics **LockDown Browser**

➔ New to Respondus Monitor proctoring? See this [introductory video](#) and [Rollout Resources Guide](#). [+ more tips](#)

 LockDown Browser

Dashboard

Getting Started

Video Tutorials

Guides & Support

Other Systems

Quizzes ▲

LockDown Browser

Respondus Monitor

▼ Practice Quiz

Not Required

Not Required

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# Respondus LockDown Browser Dashboard

The screenshot shows the Respondus LockDown Browser Dashboard for user 'Sandbox-jflorent3'. The interface includes a top navigation bar with icons for home, grid, email, chat, notifications, and user profile (Janice Florent). Below this is a main menu with options like Help, Course Admin, Content, Discussions, Grades, Classlist, Simple Syllabus, Zoom (new), Activities, and More. A secondary menu includes Manage Quizzes, Question Library, Statistics, and LockDown Browser (highlighted with a red box). A light blue banner provides a link to an introductory video and rollout resources. Below the banner is a navigation bar with LockDown Browser (active), Getting Started, Video Tutorials, Guides & Support, and Other Systems. The 'Dashboard' link in this bar is highlighted with a red box. The main content area shows a table with columns for Quizzes, LockDown Browser, and Respondus Monitor. A 'Practice Quiz' is listed with 'Not Required' status for both. A dropdown menu for the Practice Quiz is open, showing 'Settings' (highlighted with a red box) and 'Review Early Exits'.

Sandbox-jflorent3

Help ▾ Course Admin Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities ▾ More ▾

Manage Quizzes Question Library Statistics **LockDown Browser**

➔ New to Respondus Monitor proctoring? See this [introductory video](#) and [Rollout Resources Guide](#). [more tips](#)

LockDown Browser **Dashboard** Getting Started Video Tutorials Guides & Support Other Systems

Quizzes ▲	LockDown Browser	Respondus Monitor
Practice Quiz	Not Required	Not Required

Practice Quiz  
Settings  
Review Early Exits

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# Applying RLDB/Respondus Monitor to a Exam

1. Create exam in Brightspace
2. Access the LockDown Browser Dashboard
  - a. Find and modify the test settings
  - b. Require RLDB/Respondus Monitor
  - c. Configure advanced settings
  - d. Save the settings





# Respondus LockDown Browser Dashboard


 Sandbox-jflorent3

 Janice Florent 

Help ▾ Course Admin Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities ▾ More ▾

Manage Quizzes Question Library Statistics **LockDown Browser**

 Respondus trainers are available for a one-to-one conversation. [Learn more.](#)  [more tips](#)

 LockDown Browser

Dashboard

Getting Started

Video Tutorials

Guides & Support

Other Systems

Quizzes ▲

LockDown Browser

Respondus Monitor

▼ Practice Quiz - Requires Respondus LockDown Browser + Webcam

Required

Webcam Recording

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# RLDB/Respondus Monitor Best Practices

- Require a practice quiz
  - Quiz should **simulate** what students will experience when they take the actual test
  - **Review proctoring results** to see where there may be issues
  - Make quiz available for the entire semester with **unlimited attempts**





# RLDB/Respondus Monitor Best Practices

- Advanced settings:
  - Avoid using the "*Lock students into the browser until exam is complete*" setting outside proctored environment
- If password required, set in RLDB
  - Don't add/change passwords in Brightspace quiz settings



# Respondus LockDown Browser Dashboard

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Manage Quizzes Question Library Statistics **LockDown Browser**

AI tools are new, but the solution to prevent their use during online tests has been around for years. [Learn more](#). [more tips](#)

LockDown Browser

DashboardGetting StartedVideo TutorialsGuides & SupportOther Systems

Quizzes ▲

▼ Practice Quiz - Requires Respondus LockDown Browser + Webcam

Error [Fix It](#)

Webcam Recording

# Respondus Monitor

[Manage Quizzes](#) [Question Library](#) [Statistics](#) [LockDown Browser](#)

▼ Chapter 1 Practice Test- Requires Respondus LockDown Browser

LockDown Browser Settings

☐ Don't require LockDown Browser for this exam

☒ Require LockDown Browser for this exam

⊞ Password Settings


Password to access exam (optional)


⊞ Advanced Settings


Respondus Monitor

☐ Don't require Respondus Monitor for this exam

☒ Require Respondus Monitor (automated proctoring) for this exam [\[explain\]](#)

  
Webcam Only

  
Webcam + Screen

  
Screen Only

☐ Allow instructor live proctoring for this exam (via Zoom, Teams, etc) [\[explain\]](#)

Startup Sequence

The Startup Sequence is a short set of steps that occur before an exam session. Only one step can be changed for the Screen Only option.

☒ Include Instructions [Preview](#) [Edit Text](#)

⊞ Advanced Settings

Save + Close

Cancel

Questions?

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# #LEX Course - Academic Integrity

## Academic Integrity ▾

Print

Settings



### ⋮ Academic Integrity: Get Started ▾

Web Page

### ⋮ Academic Integrity: Learn More ▾

Web Page

### ⋮ Academic Integrity: Take Action ▾

Web Page

### ⋮ Academic Integrity: Reflect ▾

Discussion Topic


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# #LEX Course - Securing Testing Environment

## Securing Testing Environment ▾

 Print


 Settings



⋮

Securing Testing Environment: Get Started

▾


 Web Page

✓

⋮

Securing Testing Environment: Learn More

▾


 Web Page

✓

⋮

Securing Testing Environment: Take Action

▾


 Web Page

✓

⋮

Securing Testing Environment: Reflect

▾

 Discussion Topic

✓

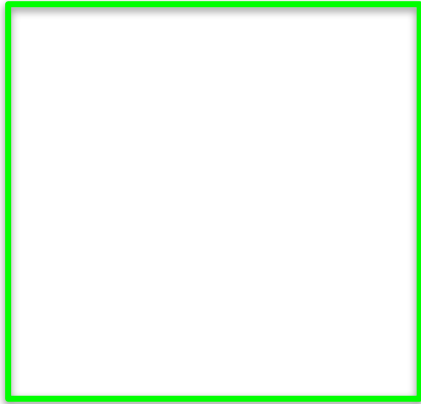
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# Check-in

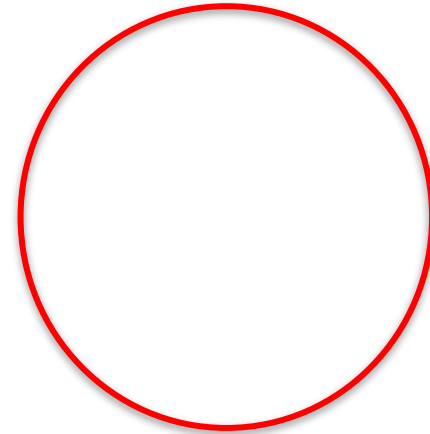
(Square, Triangle, or Circle)



Squared with  
my thinking



Gained three  
key/important ideas



Question still circling  
in my mind

# Workshop Slides, Recording, & Resources

<https://catwiki.xula.edu/onlineassess>



SCAN ME

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# Any Questions



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